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ABSTRACT

This training guide defines mandated areas of staff development for Texas educators of migrant students with regard to secondary credit exchange and accrual. The goal is to improve the graduation rate of migrant students in Texas. Principals, counselors, registrars, and teachers have specific roles and responsibilities to migrant students. Twelve chapters cover the following information: (1) an overview of the Texas Migrant Education Program including needs assessment data and related objectives and evaluation procedures; (2) state and federal laws affecting migrant students; (3) the importance of staff sensitivity and understanding to the mobile life of migrant students and their families; (4) late entry/early withdrawal policies; (5) the importance of coordinating instructional programs, including brief descriptions of instructional programs available in Texas; (6) the purpose and operation of the Migrant Student Record Transfer System (MSRTS); (7) alternative means of credit accrual other than those provided by the regular education program; (8) district services available to parents; (9) responsibilities of summer school staff; (10) support services available to migrant students; and (11) services available to local education agencies. (LP)

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ED 361 130

Secondary Credit Accrual
And Exchange
Training Module:

DISTRICT STAFF
COMPONENT GUIDE

MIGRANT EDUCATION
HARVEST OF HOPE

MIGRANT EDUCATION PROGRAM

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RC 019

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MIGRANT EDUCATION
HARVEST OF HOPE

AUGUST 1991

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PREFACE

REDIRECTION OF THE MIGRANT EDUCATION PROGRAMS, 1991

The Texas Education Agency has had to evaluate and redirect the migrant education program in Texas. There are several reasons for making these changes:

- Reduced federal funding from $67 million to $43 million
- Increased program costs
- Augmented dropout rate for migrants
- Increased rate for overage migrant children
- Needed coordination between Chapter I Regular and Migrant Programs to provide a more comprehensive educational program in grades K-12 as per Senate Bill I

As a result of the above mentioned changes, a redirection in migrant services has been made to focus on the following six areas:

1. Coordination of services to migrant students (all levels)
2. Early education (three years through first grade)
3. Graduation enhancement (grades 7-12)
4. Identification and recruitment (all levels)
5. Migrant Student Record Transfer System (all levels)
6. Secondary credit exchange and accrual grades 7-12)

The redirection plan will emphasize a Comprehensive Secondary Credit Accrual and Exchange Training Module consisting of several components. This Manual is the District Staff Component. Districts will provide all staff serving migrant students, regardless of funding source, ongoing staff development training. This Manual is designed to serve as a staff training guide.

This **District Staff Component** was developed by a group of migrant practitioners who participated in the Secondary Migrant Education Developmental Workshop at the PSJA Staff Development Center in June of 1991. The workshop was coordinated by Tomas Yañez, Assistant Director of the Texas Migrant Interstate Program.

Practioners participating in the Developmental Workshop are as follows:

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Special thanks are extended to the school districts listed above and the other school districts that contributed in the development of this District Staff Component Training Guide.

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Texas Migrant Interstate Program

TABLE OF CONTENTS

RATIONALE i

INTRODUCTION ii-vi

CHAPTER I OVERVIEW OF STATE MIGRANT EDUCATION PROGRAM 1.1 - 1.21

- A. Statewide Needs Assessment 1.3
- B. Objectives, Activities to Achieve Objectives, and Evaluation 1.13

CHAPTER II STATE AND FEDERAL LAWS, RULES, AND REGULATIONS AFFECTING MIGRANT STUDENTS 2.1 - 2.24

- A. Legislative History and Legal Compliance 2.1
- B. Identification of Migrant Students 2.2
- C. Classification of Migrant Students 2.4
- D. Program Administration and Operation 2.5
- E. State Laws 2.14
- F. Minimum Junior High School Requirements 2.23
- G. Minimum High School Graduation Requirements 2.24

CHAPTER III SENSITIVITY TO MIGRANT STUDENTS AND THEIR FAMILIES 3.1 - 3.11

- A. Mobile Life of Migrant Students 3.1
- B. Effects of Mobility 3.4
- C. Socio-Economic Status of Migrant Students 3.7
- D. Bilingual Migrant Students 3.8

CHAPTER IV LATE ENTRY/EARLY WITHDRAWAL POLICIES 4.1 - 4.25

- A. Late Entry Procedures and Samples 4.3
- B. Early Withdrawal Procedures and Samples 4.6
- C. Verification of Migration Sample Forms 4.23

CHAPTER V COORDINATION OF INSTRUCTIONAL PROGRAMS FOR MIGRANT STUDENTS 5.1 - 5.3

CHAPTER VI UTILIZATION OF MSRTS REPORTS 6.1 - 6.39

- A. History of MSRTS 6.2
- B. Operation of the MSRTS 6.12
- C. Receipt of MSRTS Educational Records 6.14
- D. Interpreting and Using the MSRTS Educational Record for Migrant Secondary Students 6.17

CHAPTER VI CONTINUED

E. How to Report MSRTS Data 6.27
F. PEIMS Summary Report 6.31
G. TAAS Program 6.35

CHAPTER VII ALTERNATIVE MEANS OF CREDIT ACCRUAL 7.1 - 7.5

A. Tutorials 7.1
B. Extended Day Programs 7.1
C. Correspondence Courses 7.1
D. Skills-Building Courses 7.2
E. Credit by Exams 7.3
F. Portable Assistance Study Sequence (PASS) 7.5

CHAPTER VIII DISTRICT SERVICES PROVIDED TO PARENTS 8.1 - 8.3

A. Migrant Parent Advisory Committee 8.1
B. Parental Training 8.2
C. High School Equivalency Program (HEP) 8.3

CHAPTER IX RESPONSIBILITIES OF SUMMER SCHOOL STAFF 9.1

CHAPTER X SUPPORT SERVICES 10.1 - 10.5

A. In State 10.1
B. Out-of-State 10.1
C. Financial Aid 10.2

CHAPTER XI SERVICES AVAILABLE TO LOCAL EDUCATION AGENCIES (LEAs) 11.1 - 11.8

A. Texas Migrant Interstate Program 11.1
B. Central Stream Program Coordination Center 11.1
C. National Program for Secondary Credit Exchange and Accrual 11.2
D. Regional Education Service Centers 11.3
E. Migrant Student Record Transfer System (MSRTS) 11.3
F. Eastern Stream Center on Resources and Training (ESCORT) 11.3
G. Western Stream Migrant Education Program Development Center 11.3
H. Texas Student Record Transfer Standard (TSRTS) 11.4

SUMMARY A.1

BIBLIOGRAPHY B.1 - B.3

RATIONALE

The Charles Stewart Mott Foundation conducted a study of America's 12 million at-risk youths and it stated without reservation that the higher risk youths of today are the migrants. Due to poverty, constant mobility and poor language skills, migrant students are twice as likely to drop out of high school as opposed to non-migrant students. The greater portion of these children have parents who are socially disadvantaged.

The mobility of migrant children presents a problem to the local school districts in addressing individual needs within a limited time period. If there is to be hope for educational continuity as migrant children move from school to school, there must be a strong affirmation of and commitment to meeting the significant needs of these children. Educators in diverse areas are able to work together due to the Migrant Education Project which makes it possible to monitor children's educational progress.

Policies and procedures must be developed and implemented on a local basis, which will provide the maximum opportunities for migrant students. Consistency in the handling of these policies will establish a sense of encouragement to achieve academically.

INTRODUCTION

This manual is concerned with the redirection in the areas of Secondary Credit Exchange and Accrual (grades 7-12). It is directed to all staff members who serve migrant students regardless of funding source. The following areas are part of the on-going staff development training which each district is responsible for providing. Each of these areas will be discussed in a separate chapter.

- Overview of the State Migrant Education Program (that is, the 6 components including needs assessment data from the State Plan)
- State and federal laws, rules, and regulations which affect migrant students
- Sensitivity to the home life, culture, and lifestyle of migrant students and their families
- Late entry/early withdrawal policies
- Importance of coordination among the various instructional programs in which migrant students are participating
- The Migrant Student Record Transfer Sytem and the effective utilization of MSRTS reports by district personnel, the role of local staff in the MSRTS data collection process-enrollment, identification and recruitment, referral to support services, Public Education Information Management System (PEIMS), and Texas Assessment of Academic Skills (TAAS)
- Tutorials, extended day sessions, correspondence and skill-building courses, local credit-by-exam options, and other alternative means of credit accrual available to migrant students both locally and out of state
- District services provided to parents in the area of parental training
- Responsibilities of district summer school staff in responding to inquiries from receiving schools regarding placement, and credit exchange/accrual

- Services available to LEAs from the Texas Migrant Interstate Program, the Central Stream Program Coordination Center, the National Program for Secondary Credit Exchange and Accrual, the Texas Student Record Transfer Standard, education service centers, the MSRTS toll-free inquiry system, and other ancillary agencies
- Support services available from the district and other community agencies both locally and out of state

The success of the training component is dependent upon the commitment of the personnel involved -- from the state and regional administrators, to the local superintendent, principals, counselors, registrars and teachers who work with the students. The support, commitment and collaboration of all of these staff members is critical in assisting migrant secondary students to graduate from high school. The Interstate Secondary Credit Accrual and Acceptance Manual notes three essential functions involved in effectively serving the migrant student.

- Advocacy - actively seeking to meet the needs of the migrant student
- Communication - school, staff and parents providing direct and necessary support services for the student and his/her family
- Facilitation - collaborating with all entities involved to ensure a smooth transition to the new school and the community, as well as promoting educational continuity

Besides these functions which are assumed by all staff while working with the migrant secondary student, there are certain activities which should be performed by each of the staff.

Part I: Role of the Principal

The principal's vision and feeling toward migrant secondary students determines the commitment of the school staff to the participation in the interstate secondary credit accrual system. The principal has several responsibilities in determining the importance placed on the needs of the migrant student. Since he is the instructional leader, he sets the tone and the direction staff members will assume. He will also select and train staff to work with migrant students. The principal needs to maximize all resources available in the district rather than rely only on migrant program funds in meeting the needs of the migrant student. Another important responsibility is that the principal needs to place emphasis on parental involvement, since it has been shown to correlate positively with student achievement. Principals need to make parents be knowledgeable of school/district policies concerning attendance, grading, course completion, credit granting, homework, and other topics. By being aware of these policies, the parents can better understand the importance of school. A final responsibility is that of credit granting and attendance policy-making. The importance that the principal places on the migrant students' needs bears directly in the implementation of the district's policies designed to meet the students' needs.

Part 2: Role of the Counselor

The counselor can assume a significant role in promoting the needs of the migrant student in receiving a high school diploma. One way to accomplish this is by consistent use of and involvement in the secondary credit accrual and acceptance system. The counselor needs to insist on the timely receipt of MSRTS data so as to avoid inappropriate grade/course placement and/or loss of credit(s). A responsibility of the counselor is communicating with migrant parents and school staff serving migrant students. The counselor needs to make sure that migrant students are properly placed in their courses and should monitor their progress in such coursework. Like the role of the principal, the counselor can also be beneficial in communicating with the migrant parents about the importance of school attendance, and retaining important school records during entry and withdrawal. The counselor has a crucial role in the student's perception of his/her ability to achieve the goal of a high school diploma. The more positive the attitude that the counselor exhibits toward the migrant student, the greater the achievement of the migrant student.

Part 3: Role of the Registrar

The role of the registrar is crucial in the involvement and accrual of course credits. The registrar needs to have access to MSRTS data and should insist on timely availability of the MSRTS records, as well as other documentation, so that proper student grade and course placement can occur. Receiving school personnel need to be contacted to obtain information regarding the content of courses which were not completed by the date of withdrawal. It would be very helpful for the registrar to receive training in MSRTS records utilization and reporting procedures so that information can be received and shared with the next school in which the migrant student enrolls. The registrar can also obtain vital information from the student's parents regarding school records.

Part 4: Role of the Teacher

The teacher plays a very significant role with regard to the migrant student due to his/her close proximity to the student on a daily basis. The teacher needs to receive and use the MSRTS Educational Record for utilization in needs assessment and placement. The information found on the record can inform the teacher of the deficits or gaps in a migrant student's education. The teacher can also gain knowldege of previous course grades to get insights into a student's success. The teacher can also be instrumental in helping the student complete partial cousework. If migrant secondary students are receiving foundation and supplementary program services, coordination between these programs is critical in maximizing the time migrant students spend in courses required for graduation. All teachers who work with a migrant student affect that student's academic success or failure.

CHAPTER I:
OVERVIEW OF STATE MIGRANT EDUCATION PROGRAMS

CHAPTER I

OVERVIEW OF STATE MIGRANT EDUCATION PROGRAM

The State Migrant Education Program is a Supplementary Program that offers instructional assistance above and beyond the instruction being received from the minimum foundation teacher. Although the high school graduation rate for children of migratory agricultural workers and fishers has gradually improved over the past twenty years since Congress authorized funding for the national Chapter I Migrant Program, migrant student graduation rates are still significantly lower than that of their non-migrant peers. According to the findings of the Migrant Attrition Project (MAP), in 1987, the migrant dropout rate was found to be approximately 45%. Therefore, it can be inferred, that the graduation rate for migrant students was then 55%.

In Texas, the full impact of the educational reform movement has begun to be documented for migrant students. For example, in Texas, the migrant student graduation rates increased steadily and significantly from about 25% in 1978, to an estimated peak of 51% in 1985, as a result of increased emphasis on the provision of migrant program services. Some Texas districts with migrant programs have a migrant student graduation rate that even exceeds that of the general student population.

Without migrant funded staff at the secondary level, it is unlikely that counselors and other school staff from the regular program would be able to take the necessary steps to coordinate and communicate on an interstate and intrastate basis regarding secondary credit accrual, unless they could be persuaded of its benefits. The migrant program has historically been at the forefront of educational innovation and creativity. Successful efforts undertaken by the migrant program during its twenty year history, have resulted in:

1) The interstate coordination of student educational and health information;
2) The development of the national Migrant Student Record Transfer System (MSRTS) as an interstate communication vehicle, including the development of the National Skills Information System and Secondary Credit Accrual System;
3) The development of special pre-K materials and processes;
4) The development of criterion-referenced tests;
5) The development of secondary level correspondence and independent study courses; and,
6) National and state dropout studies and dropout prevention and retrieval programs.

The instructional and support programs under the migrant program are designed to meet the unique needs of the migrant student and to enhance the migrant student graduation rates. Districts are urged to coordinate their programs with Chapter I regular and migrant programs to provide a comprehensive educational program in grades kindergarten - 12. The following pages will include needs assessment data from the Texas Migrant Education Program State plan.

Statewide Needs Assessment

The State Education Agency (SEA) needs assessment procedure determines annually the number and the degree of educational need of eligible migratory children residing in the state. The SEA conducts a statewide formal needs assessment which helps it set program priorities and determine the children's educational needs in basic skills, support services, and special skills areas.

These formal assessment procedures include the Texas Educational Assessment of Minimum Skills (TEAMS) and the Texas Assessment of Academic Skills (TAAS), overage and graduation rates from the Migrant Student Record Transfer System (MSRTS) database, and norm-referenced test data and student participation data compiled from project districts' annual evaluation reports submitted to the SEA.

Heretofore, the formal assessment procedure for basic skills has been the TEAMS, a criterion-referenced test in mathematics, reading, and writing. In 1990-1991, TEAMS was replaced by the Texas Assessment of Academic Skills (TAAS) for the period 1990-1995. TAAS differs significantly from TEAMS in that, in addition to basic skills, higher-level thinking skills receive increased emphasis. Thus, in keeping with the national trend, the SEA has enhanced its statewide skills assessment in order to insure that the area of higher order thinking skills is addressed.

Norm-referenced test data comprise the other component of the SEA's formal assessment procedure. Districts with migrant projects provide the SEA with annual evaluation reports which include test data and student participation data.

Figure 1 compares the overall and migrant student populations, statewide, on the TEAMS for the school years 1986-89. As indicated, migrant students:

- Had a greater percentage of increase than the overall student populations in mathematics at grades 3,7, and 11;
- Had losses of 12 points each in mathematics, reading, and writing, at grade 9;
- Had a drop of 18 points in the percentage of seniors passing the exit level mathematics section; and,
- Had gains, except for grades 9 and 12, over the last three years in mathematics, reading, and writing. Despite these gains, disparities in performance still exist as the overall student population continues to achieve a higher percentage of mastery than the migrant test-takers in each subject area across grade levels.

FIGURE 1.

STATEWIDE COMPARISON OF OVERALL AND MIGRANT STUDENT PERFORMANCE
TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS (TEAMS)
1987 - 1989

PERCENT DEMONSTRATING MASTERY

	MATHEMATICS						READING						WRITING					
	1987		1988		1989		1987		1988		1989		1987		1988		1989	
GRADE	OVERALL	MIGRANT	OVERALL	MIGRANT	OVERALL	MIGRANT	OVERALL	MIGRANT	OVERALL	MIGRANT	OVERALL	MIGRANT	OVERALL	MIGRANT	OVERALL	MIGRANT	OVERALL	MIGRANT
1st	87%	83%	90%	81%	92% (+5)	84% (+1)	79%	67%	86%	71%	85% (+6)	70% (+3)	86%	78%	88%	76%	91% (+5)	82% (+4)
3rd	86%	77%	91%	83%	92% (+6)	84% (+7)*	79%	55%	84%	55%	86% (+7)	57% (+2)**	71%	52%	76%	51%	79% (+8)	56% (+4)**
5th	86%	73%	89%	73%	89% (+3)	74% (+1)	83%	62%	88%	60%	85% (+2)	57% (-5)**	68%	50%	79%	51%	84% (+16)	54% (+4)**
7th	85%	70%	91%	77%	91% (+6)	77% (+7)*	84%	66%	87%	64%	86% (+2)	63% (-3)**	73%	53%	80%	56%	79% (+6)	55% (+2)**
9th	83%	72%	83%	65%	83% SAME	60% (-12)**	80%	62%	79%	44%	83% (+3)	50% (-12)**	67%	51%	67%	38%	69% (+2)	39% (-12)**

	MATHEMATICS						LANGUAGE ARTS					
	1987***		1988		1989		1987***		1988		1989	
GRADE	OVERALL	MIGRANT	OVERALL	MIGRANT	OVERALL	MIGRANT	OVERALL	MIGRANT	OVERALL	MIGRANT	OVERALL	MIGRANT
11th	89%	82%	55%	48%	54% (-1)	57% (+9)*	87%	71%	63%	61%	65% (+2)	65% (+4)*
12th	NOT AVAILABLE		72%	77%	66% (-6)	59% (-18)**	NOT AVAILABLE		62%	45%	66% (+4)	56% (+11)*

* MIGRANT STUDENTS MADE BETTER GAINS THAN THE OVERALL STUDENT POPULATION
** MIGRANT STUDENTS PERFORMED WELL BELOW THE OVERALL STUDENT POPULATION
*** PREVIOUSLY, THE DATA WAS NOT DISAGGREGATED BY GRADE; THEREFORE, ONLY THE 1988-1989 PERFORMANCE WAS COMPARED

(reprinted from Texas Migrant Education Program State Plan)

Based on these data, statewide priorities were indicated at all grade levels in all basic skills areas. It must be noted, however, that these data apply only to migratory test-takers who were properly coded as participating in a migrant-funded program by the LEA. As mentioned above, this coding situation should be ameliorated by the electronic downloading of TAAS scores into the MSRTS database, thus yielding scores on all eligible migrant test-takers.

Analyses of statistical data provided by the Migrant Student Record Transfer System (MSRTS) data bank in Little Rock showed, in Figure 2 below, the following information regarding the estimated percentages of overage migrant students in Texas for the 1986-1989 calendar years.

Figure 2

STATEWIDE ESTIMATED OVERAGE RATES
FOR MIGRANT STUDENTS

GRADE	1986	1987	1988	1989
K	5.5%	5.3%	6.4%	6.4%
1	18.9%	17.4%	17.1%	17.0%
2	31.9%	25.6%	23.8%	23.0%
3	37.0%	33.5%	29.4%	27.0%
4	42.8%	38.3%	38.1%	31.9%
5	45.8%	43.3%	41.7%	39.4%
6	49.4%	46.5%	45.9%	42.8%
7	54.7%	51.0%	51.5%	49.2%
8	53.0%	52.0%	50.1%	50.1%
9	57.9%	58.1%	58.6%	58.3%
10	49.8%	50.6%	52.8%	52.5%
11	41.5%	40.2%	43.6%	46.8%
12	40.4%	36.6%	33.7%	37.7%

Source: MSRTS Student Distribution Summary Reports for Calendar Years 1986-1989

The analyses show that the estimated overage rate increases significantly between kindergarten and Grade 1. It further indicates that these overage rates continue to climb substantially through Grade 9 in any given year, and then decline through Grade 12.

It should also be noted that when 1989 overage rates are compared to those of 1986, the percentages of overage migrant children actually increase in grades 9-11. While this increase in the percentages of overage students in grades 9-11 might initially be viewed as a problem, the SEA is encouraged, on the contrary, because it might also mean that more overage students are choosing to stay in school rather than drop out.

While the rates decline in grades 10-12, looking at the year individually, it should be pointed out that the number of migrant students drops by over 50% between Grades 9 and 12. Thus, of the remaining 50% who persist through Grade 12, over a third of the them are overage.

The SEA's PEIMS collection requires that every student who drops out of school be interviewed to ascertain the reason (s) for dropping out. It is hoped that by next year, the reasons for migrant students' leaving school will be more clearly defined. Meanwhile, the SEA will continue to focus on grades 7-12 by stressing:

- secondary counseling services;
- interstate and intrastate sharing of credit accrual and course equivalency information;
- expanded use of secondary correspondence courses offered by the University of Texas at Austin;
- Life Management Skills (LMS) retreats developed by the Texas Migrant Interstate Program (TMIP) and now being

- offered by various Education Service Centers throughout the state; and,
- Summer Migrant Dropout Prevention Programs offered at St. Edward's University, Texas A & I University, Education Service Center Region I, and The University of Texas at Austin.

For the calendar years 1986-1989, MSRTS statistics showed the following estimated graduation rates for Texas migrant students in grades K-12:

Figure 3

STATEWIDE ESTIMATED GRADUATION
RATES FOR MIGRANT STUDENTS

Migrant Status	**1986**	**1987**	**1988**	**1989**
Interstate Currently	53%	52%	52%	57%
Intrastate Currently	37%	35%	35%	40%
Formerly	55%	52%	52%	54%
Overall	50%	49%	49%	53%

These estimated graduation rates indicated that the state is achieving success in serving the interstate migrant population because its graduation rate has been equal to or better than that of formerly migratory students for the last several years.

The lower graduation rate for intrastate migrants, on the other hand, may be due to students' moving to and graduating from non-project schools in Texas. PEIMS data will allow the SEA to track all intrastate student movement--not just for migrant students--and should yield more accurate graduation data for intrastate migrants next year.

Figures 4 and 5 on the following pages show a statewide comparison of the migrant student populations for the 1986-87, 1987-88, and the 1988-89 schools years on norm-referenced tests in reading and math for grades 2-12. Project LEAs submit these data to the SEA as part of their annual evaluation reports.

It should be noted that while migrant students show NCE gains, for the most part, in both reading and math, the 1988-89 posttest NCE mean scores are lower throughout the grade levels when compared with the 1986-87 scores. This dip in norm-referenced test performance also applies to the overall student population.

Figure 4

CHAPTER 1 MIGRANT READING ACHIEVEMENT DATA: 1986 - 1989

	1986-87					1987-88					1988-89				
Grade	Number of Participants	Students Pre & Posttested	Mean Score Pretest NCE	Mean Score Posttest NCE	NCE Gain or Loss	Number of Participants	Students Pre & Posttested	Mean Score Pretest NCE	Mean Score Posttest NCE	NCE Gain or Loss	Number of Participants	Students Pre & Posttested	Mean Score Pretest NCE	Mean Score Posttest NCE	NCE Gain or Loss
2	4099	2129	39.3	38.2	-1.1	3719	1942	41.4	41.2	0.3	3928	1860	37.2	37.8	0.6
3	4476	2907	35.5	37.7	2.2	4260	2656	37.6	37.6	0.1	4085	2696	35.5	35.8	0.3
4	4513	2933	35.2	37.2	2.0	4067	2674	36.2	36.6	0.4	4052	2856	33.3	34.8	1.5
5	4110	2647	35.2	36.0	0.8	4334	3061	35.7	36.9	1.1	4168	2963	32.3	32.5	0.2
6	4307	2844	34.5	36.7	2.2	4409	3173	35.5	36.5	1.0	4207	2981	31.0	32.6	1.6
7	4250	2846	33.1	35.4	2.3	4194	2909	35.5	37.7	1.9	3911	2676	28.1	29.5	1.4
8	3989	2690	34.9	36.0	1.1	3885	2738	35.9	35.9	0.0	3825	2589	30.0	29.6	0.4
9	3097	1762	34.3	36.1	1.8	2892	1802	33.4	33.4	-0.1	2892	1688	27.1	29.2	2.1
10	2224	1262	33.7	33.4	0.3	2065	1325	33.2	33.4	0.3	1577	984	29.8	30.1	0.3
11	1600	832	31.6	33.2	1.6	1538	915	34.5	35.3	1.0	1202	660	31.2	33.2	2.0
12	1198	685	34.0	34.0	0.0	1137	706	35.5	34.4	-0.7	789	420	29.5	31.3	1.8
Totals/ Weighted Means	37863	23597	34.7	35.8	1.1	36500	23901	35.9	36.3	0.4	34726	22373	31.7	32.6	0.9

(reprinted from Texas Migrant Education Program State Plan)

Figure 5

CHAPTER 1 MIGRANT MATH ACHIEVEMENT DATA: 1986 - 1989

Grade	1986-87					1987-88					1988-89				
	Number of Participants	Students Pre & Posttested	Mean Score Pretest NCE	Mean Score Posttest NCE	NCE Gain or Loss	Number of Participants	Students Pre & Posttested	Mean Score Pretest NCE	Mean Score Posttest NCE	NCE Gain or Loss	Number of Participants	Students Pre & Posttested	Mean Score Pretest NCE	Mean Score Posttest NCE	NCE Gain or Loss
2	2335	1176	44.5	49.7	5.2	1976	1074	49.6	48.8	-1.0	2037	902	49.6	50.9	1.3
3	2801	1868	44.5	46.8	2.3	2459	1448	50.0	47.7	-2.7	2173	1285	46.9	45.8	-1.1
4	2899	1911	40.6	44.7	4.1	2690	1703	46.6	46.7	0.1	2093	1395	42.6	44.1	1.5
5	2575	1654	43.3	45.9	2.6	2902	1984	45.1	48.5	3.3	2335	1675	41.0	44.4	3.4
6	2683	1747	41.3	44.7	3.4	2509	1758	47.2	47.3	0.3	2336	1555	43.2	44.2	1.0
7	2037	1473	39.9	43.5	3.6	1905	1219	43.1	44.1	1.0	1748	1054	40.7	39.6	-1.1
8	1876	1334	42.6	41.7	-0.9	1811	1180	43.4	43.4	0.2	1705	1076	38.2	36.3	-1.9
9	1570	750	38.8	40.6	1.8	1744	881	42.1	42.7	0.6	1418	838	35.2	37.5	2.3
10	1079	524	40.7	42.5	1.8	898	496	39.1	41.2	2.2	966	612	37.0	39.3	2.3
11	771	397	39.5	41.4	1.9	579	320	41.1	43.2	1.8	624	371	39.1	41.0	1.9
12	577	287	40.2	41.8	1.6	383	183	43.5	43.5	0.9	350	193	37.9	40.1	2.2
Totals/ Weighted Means	21203	13121	41.4	43.9	2.5	19856	12246	44.6	45.2	0.6	17785	10956	41.8	42.8	1.0

(reprinted from Texas Migrant Education Program State Plan)

In order to reduce the possiblility that TEAMS performance might have undue influence on curriculum and instruction in Texas schools, the SEA will replace it with the Texas Assessment of Academic Skills (TAAS) in October 1990. TAAS, as mentioned earlier, contains more items requiring higher-level thinking skills, and will be administered early in the school year in order that the curriculum and instruction will be more appropriately focused during the remainder of the year.

It should be pointed out that students graduating from Texas high schools will be required to pass TAAS. However, in order not to penalize migrant and other at-risk students, any student who has already taken a TEAMS exit-level test and failed, will be required to pass a TEAMS test, not TAAS, in order to graduate. This grandfather clause applies to currently enrolled students, as well as migrant dropouts who may resume their schooling through the GED process.

Figure 6
STUDENT PARTICIPATION

Instructional/Service Area	**Number of Students**		
	1987	**1988**	**1989**
English to Limited-English Speakers	7,803	5,851	5,565
Reading	43,348	37,883	41,211
Other Language Arts	10,478	9,723	4,774
Mathematics	26,432	21,552	22,204
Vocational/Career	265	756	132
Other Instructional Areas	7,332	6,482	6,857
Social Services (Counseling, etc.)	28,965	27,593	24,168
Health/Nutrition	62,214	55,266	64,813
Pupil Transportation	13,019	9,601	7,344
Other Support Services	13,714	11,811	11,885

Source: Texas Education Agency, School District Chapter 1 Annual Performance Report Summary Data, January 22, 1990.

Figure 6 on the preceding page shows the numbers of students who participated in various instructional and support services areas for school years 1986-87, 1987-88, and 1988-89.

For all school years, migrant students had greater participation in the instructional areas of reading, mathematics, and language arts and in the support services areas of health, nutrition, and social services (such as counseling).

This information was compiled from migrant projects' annual evaluation reports. The data for 1988-89 are preliminary and represent information for planning purposes only. They reflect information only for migrant students who participated in the migrant program and are supported by LEA applications for funding on file in the Division of Compensatory/Bilingual/Migrant Funding and Compliance. Verification of information from districts following computer generated edit checks will result in refined data to replace these numbers.

As Figure 6 shows, the student needs identified in Figures 1-5 are being met in terms of students' participating in appropriate programs. Once again, when PEIMS participation data become available, the SEA will be able to more accurately assess the delivery of its services to migrant students.

OBJECTIVES, ACTIVITIES TO ACHIEVE OBJECTIVES, AND EVALUATION

The Migrant Education Program (MEP) in Texas has four major objectives:

1. To improve the achievement levels of migrant students, grades 2-12, in the basic skills areas by 2 NCEs, and to assist migrant students in passing the new Texas Assessment of Academic Skills (TAAS) and establish

a performance baseline for advanced skills.
This objective was determined as a result of analyzing achievement test data in reading and mathematics for the previous two school years (See Figures 4 and 5). Clearly it serves as a means by which one of the objectives of Goal #1 of the Long-Range Plan for Texas Public School Education can by accomplished, namely: to close the achievement gap between educationally disadvantaged students and other populations. Thus, the SEA has developed this objective to insure that the MEP is coordinated with the regular school program.

2. To develop and implement a comprehensive Early Childhood Education Program (ECE) for migrant children ages three through kindergarten. This objective was determined as a result of new federal regulations as well as of statewide initiatives to address achievement gaps between educationally disadvantaged students and other populations. Additionally, the State PAC recommended that the SEA include in its State Plan an objective dealing with early childhood education.

3. To maintain the current level of support service to migrant students using local need-based criteria.
In spite of an expected 10% reduction in funding for FY 1990-91, the SEA determined this objective from the Annual Evaluation Reports submitted by migrant projects (Figure 6). Thus, the SEA will attempt to maintain the current level of service through increased coordination with other agencies serving migrant students.

4. To increase the statewide graduation rate of migrant students from the previous school year by 6%, and raise the graduation rate of migrant seniors to 90% statewide.
This objective was determined as a result of analyses from MSRTS reports on estimated overage and graduation rates for the previous three school years (Figures 2 and 3).

All of these objectives have been reviewed and formally endorsed by the State Parent Advisory Council.

a. OBJECTIVE (1): TO IMPROVE THE ACHIEVEMENT LEVELS OF MIGRANT STUDENTS, GRADES 2-12, IN THE BASIC SKILLS AREAS BY 2 NCEs; AND ASSIST STUDENTS IN PASSING THE NEW TAAS TEST AND ESTABLISH A PERFORMANCE BASELINE FOR ADVANCED SKILLS.

	c. EVALUATION PLAN TO ACHIEVE THE OBJECTIVE	
b. Activities to Achieve the Objective	Procedures to Determine Effectiveness	Instruments to Determine Effectiveness
(Administrative) The SEA will:	**(Administrative)** The SEA will:	**(Administrative)** SEA
1 provide funding to LEAs and ESCs for development of basic skills programs through the SAS 201 and SAS 701 applications	1 a develop a needs based funding formula	1. a Funding formula in effect
	b develop the SAS 201 and SAS 701 applications	b SAS 201 and SAS 701 applications
	c train LEAs and ESCs on the SAS 201 and the SAS 701 applications	c Schedules, calendars, agendas, attendance sheets, and Service Delivery Records
	d review and process the SAS 201 and the SAS 701 applications	d Approved applications by September 1
	e require LEAs and ESCs to conduct local needs assessments in order to identify needed services	e Locally developed needs assessment instruments
	f require the evaluation of basic skills achievement	f Evaluation reports
	g require the use of MSRTS to transmit TAAS and norm-referenced test data	g Transmitted TAAS and norm referenced test data
2 monitor LEAs and ESCs for program quality and compliance	2 a develop instruments for accreditation and compliance monitoring	2 a Developed monitoring instruments
	b train staff in the use of monitoring instruments	b Training schedules, TI IN presentations, attendance sheets
	c use monitoring instruments to monitor LEAs and ESCs	c Completed monitoring instruments
	d require corrective actions/program modifications as necessary	d Written corrective actions and responses, school improvement
	e provide technical assistance as necessary	e Calendars, schedules, agendas, documents

a. OBJECTIVE (1): TO IMPROVE THE ACHIEVEMENT LEVELS OF MIGRANT STUDENTS, GRADES 2-12, IN THE BASIC SKILLS AREAS BY 2 NCEs; AND ASSIST STUDENTS IN PASSING THE NEW TAAS TEST AND ESTABLISH A PERFORMANCE BASELINE FOR ADVANCED SKILLS

b Activities to Achieve the Objective	c EVALUATION PLAN TO ACHIEVE THE OBJECTIVE	
	Procedures to Determine Effectiveness	Instruments to Determine Effectiveness
(Instructional) The SEA will	(Instructional) The SEA will	(Instructional) SEA
3 assess program progress on a statewide basis	3 a collect data for required reports and state plan	3 a Evaluation reports, written state plan, needs assessment
	b disseminate data collected	b Disseminated state plan, agendas
	c use data to determine funding priorities	c Applications, funding letters
4 provide basic skills training and technical assistance	4 a use program data to develop training and assistance plan	4 a Written plan
	b provide training and on-site visits to LEAs, ESCs, and other interested parties through SEA and ESC staff	b Calendars, schedules, workshop evaluations
	c develop or make available documents to assist with instructional program implementation	c Documents developed or made available
	d make SEA and ESC program staff available to LEAs for consultation	d Time and effort logs, Service Delivery Records
(Support) The SEA will	(Support) the SEA will	(Support) SEA
5 coordinate migrant basic skills instruction with other instructional programs	5 a require LEAs and ESCs to develop a process for coordination	5 a Written coordination procedures
	b require LEAs and ESCs to make provisions for periodic consultations between program staff	b Schedules, agendas
	c require LEAs and ESCs to document coordination efforts	c Logs, calendars, completed forms

a. OBJECTIVE (2); TO DEVELOP AND IMPLEMENT A COMPREHENSIVE EARLY CHILDHOOD EDUCATION (ECE) PROGRAM FOR MIGRANT CHILDREN AGES THREE THROUGH KINDERGARTEN

b. Activities to Achieve the Objective	c. EVALUATION PLAN TO ACHIEVE THE OBJECTIVE	
	Procedures to Determine Effectiveness	Instruments to Determine Effectiveness
(Administrative) The SEA will	**(Administrative) The SEA will:**	**(Administrative) SEA**
1. use data from MSRTS and other available sources to fund migrant early childhood education (ECE) programs	1. a identify LEAs with 10 or more migrant children ages three through kindergarten	1 a MSRTS reports
	b use the SAS 201 application to fund ECE programs	b Approved application
	c use survey of needs to help determine program needs	c Completed surveys
2. monitor LEAs and ESCs for program quality and compliance	2 a develop instruments for accreditation and compliance monitoring	2 a Developed monitoring instruments
	b train staff in the use of monitoring instruments	b Training schedules, TI IN presentations, attendance sheets
	c use monitoring instruments to monitor LEAs and ESCs	c Completed monitoring instruments
	d require corrective actions/program modifications as necessary	d Written corrective actions and responses, school improvement
	e provide technical assistance as necessary	e Calendars, schedules, agendas, documents
(Instructional) The SEA will	**(Instructional) The SEA will:**	**(Instructional) SEA**
3 provide training and technical assistance to LEAs in the implementation of ECE programs	3 a publish a training manual to assist LEAs in implementing home based ECE programs	3 a Published manual
	b train ESCs and Central Stream Migrant Education Program Development Center (CSMEPDC) staff in the use of the training manual	b Agendas, schedules of completed training
	c use ESC, CSMEPDC, and Region 6 Technical Assistance Center and Rural Technical Assistance Center staff to train LEA staff	c Workshop schedules, number of programs implemented
	d provide additional assistance for school based ECE programs through ESCs	d Agendas, schedules

a. OBJECTIVE (2): TO DEVELOP AND IMPLEMENT A COMPREHENSIVE EARLY CHILDHOOD EDUCATION (ECE) PROGRAM FOR MIGRANT CHILDREN AGES THREE THROUGH KINDERGARTEN

b Activities to Achieve the Objective	c. EVALUATION PLAN TO ACHIEVE THE OBJECTIVE	
	Procedures to Determine Effectiveness	Instruments to Determine Effectiveness
(Support) The SEA will	(Support) The SEA will.	(Support) SEA
4 coordinate migrant ECE programs with other ECE programs	4 a require LEA to identify ECE programs such as Head Start and Texas Migrant Council in the LEAs attendance area	4 a Names of other ECE programs on file at the LEA
	b encourage LEAs to place migrant students in other ECE programs	b Records of placement
	c require LEAs to report ECE information for currently migratory students	c MSRTS records

a OBJECTIVE (3): TO MAINTAIN THE CURRENT LEVEL OF SUPPORT SERVICES TO MIGRANT STUDENTS USING LOCAL NEED-BASED CRITERIA

b Activities to Achieve the Objective	c EVALUATION PLAN TO ACHIEVE THE OBJECTIVE	
	Procedures to Determine Effectiveness	Instruments to Determine Effectiveness
(Administrative) The SEA will	(Administrative) The SEA will	(Administrative) SEA
1 Fund support services for migrant students according to local need based criteria	1 require LEAs to have a written policy for medical/dental, clothing, nutrition, counseling, parental involvement and any other support service offered	1 Written policies
	2 require LEAs to offer support services which will remove barriers to learning and/or enhance learning	2 Application, monitoring instrument questions
	3 annually review the level of support services offered by LEAs	3 State evaluation report

a. OBJECTIVE (4): TO INCREASE THE STATEWIDE GRADUATION RATE OF MIGRANT STUDENTS FROM THE PREVIOUS SCHOOL YEAR BY 6%, AND RAISE THE GRADUATION RATE OF MIGRANT SENIORS TO 90% STATEWIDE.

b. Activities to Achieve the Objective	c. EVALUATION PLAN TO ACHIEVE THE OBJECTIVE	
	Procedures to Determine Effectiveness	Instruments to Determine Effectiveness
(Administrative) The SEA will	**(Administrative)** The SEA will:	**(Administrative)** SEA
1 examine statewide data to determine an estimated graduation rate for migrant students	1 a review MSRTS and evaluation data	1 a Calculated estimated graduation rates
	b review the TAAS exit level passing rates for migrants statewide	b Calculated TAAS exit level passing rates
	c calculate state, regional, and local estimated graduation rates	c Calculated rates
	d disseminate evaluation data and estimated graduation rates	d Evaluation data and estimated graduation rates in the state plan, ESC agendas
2 provide funds for dropout prevention programs for migrant students	2 a develop a need based funding formula	2 a Funding formula in effect
	b develop the SAS 201 and SAS 701 applications	b SAS 201 and SAS 701 applications
	c train LEAs and ESCs on the SAS 201 and SAS 701 applications	c Schedules, calendars, agendas, attendance sheets
	d. review and process the SAS 201 and SAS 701 applications	d. Approved SAS 201 and SAS 701 applications by September 1
	e. require evaluation of dropout prevention programs	e. Evaluation reports
	f require the use of MSRTS for credit accrual for currently migratory students	f MSRTS records
3 monitor LEAs and ESCs for program quality and compliance	3 a. develop instruments for accreditation and compliance monitoring	3. a Developed monitoring instruments
	b train staff in the use of monitoring instruments	b Training schedules, TI IN presentations, attendance sheets
	c use monitoring instruments to monitor LEAs and ESCs	c. Completed monitoring instruments
	d require corrective actions/program modifications as necessary	d Written corrective actions and responses, school improvement plans
	e provide technical assistance as necessary	e Calendars, schedules, agendas, Service Delivery Records

a. OBJECTIVE (4): TO INCREASE THE STATEWIDE GRADUATION RATE OF MIGRANT STUDENTS FROM THE PREVIOUS SCHOOL YEAR BY 6%, AND RAISE THE GRADUATION RATE OF MIGRANT SENIORS TO 90% STATEWIDE

	c. EVALUATION PLAN TO ACHIEVE THE OBJECTIVE	
b. Activities to Achieve the Objective	Procedures to Determine Effectiveness	Instruments to Determine Effectiveness
(Instructional) The SEA will:	(Instructional) The SEA will:	(Instructional) SEA
4 research dropout issues and provide training, technical assistance, and materials to address the dropout problem	4. a. review the literature on the school dropout problem with ESCs and LEAs	4. a. Agendas, lists, letters
	b. provide training to LEAs through ESCs on specific effective dropout prevention strategies and programs	b. Agendas, schedules, calendars, etc.
	c. identify short-term and long-term solutions to the school dropout problem	c. List of solutions, agendas, programs implemented
5 seek regional and/or statewide dropout prevention programs through a competitive request for applications (RFA) process	5. a. develop an RFA	5. a. Developed RFA
	b. review and select dropout prevention programs to be funded	b. Completed review forms, approved RFAs
	c. monitor and review progress on dropout prevention programs funded	c. Completed evaluations
(Support) The SEA will:	(Support) The SEA will:	(Support) SEA
6 coordinate migrant dropout prevention programs with other dropout prevention programs	6. a. make available a directory of services and programs	6. a. Directory disseminated

CHAPTER II:
STATE AND FEDERAL LAWS, RULES AND REGULATIONS AFFECTING MIGRANT STUDENTS

CHAPTER II

STATE AND FEDERAL LAWS, RULES, AND REGULATIONS WHICH AFFECT MIGRANT STUDENTS

FEDERAL LAWS

Legislative History and Legal Compliance

Title I of Public Law 89-10, the Elementary and Secondary Education Act (ESEA) of 1965, authorized a national program of federal education support for disadvantaged children. In November of 1966, Title I ESEA was amended by P.L. 89-750 to incorporate special provisions for migratory children of migratory agricultural workers.

Section 103 of P.L. 89-750 (Education Amendments of 1966) authorized "payments to state educational agencies for assistance in educating migratory children of migratory agricultural workers." The new program provided for grants to state educational agencies (SEAs) or combinations of such agencies to establish or improve, either directly or through local educational agencies (LEAs), programs and projects designed to meet the special educational needs of migratory children of migratory agricultural workers. P.L. 89-750 also provided that grant monies were to be used for interstate coordination of migrant education programs and projects, including the transmittal of pertinent information from children's school records.

Other significant legislation amending the Title I Migrant statute included the Education Amendments of 1967 (P.L. 90-247), the Education Amendments of 1969 (P.L. 91-230), the Education Amendments of 1972 (P.L. 92-318), and the Education

Amendments of 1974 (P.L. 93-380). These laws provided statements concerning such program components as the eligibility of the five-year settled-out migrant, the reallocation of excess funds, the use of carry-over funds, the dissemination of information, parental involvement, a prohibition against supplanting of state and local funds, preschool education, the use of statistics from the Migrant Student Record Transfer System (MSRTS) for funding purposes, the eligibility of migratory children of migratory fishermen, and the identification and dissemination of information concerning innovative and successful projects.

The following information was obtained from the Migrant Counselor's Handbook - Secondary Level 1990 Edition.

IDENTIFICATION OF MIGRANT STUDENTS

ELIGIBILITY DEFINITIONS (U.S. OFFICE OF EDUCATION)

- CURRENTLY MIGRANT
  "Currently migrant child" means a child:

  Whose parent or guardian is a migratory agricultural worker or a migratory fisher; and,

  Who has moved within the past twelve months from one school district to another to enable the child, the child's guardian, or a member of the child's immediate family to seek and/or obtain temporary or seasonal employment in an agricultural or fishing activity.

- FORMERLY MIGRANT
  "Formerly migrant child" means a child who:

  Was eligible to be counted and served as a currently migratory child within the past 5 years, but is not now a currently migratory child;

  Lives in an area served by a Chapter I Migrant Education Project; and, Has the concurrence of his or her parent or guardian to continue to be considered a migratory child.

- AGRICULTURAL ACTIVITY
  "Agricultural activity" means:

  Any activity directly related to the production or processing of crops, dairy products, poultry, or livestock for initial commercial sale or as a principle means of personal subsistence; or,

  Any activity directly related to the cultivation and harvesting of trees.

- FISHING ACTIVITY
  "Fishing activity" means:

  Any activity directly related to the catching or processing of fish or shellfish for initial commercial sale or as a principle means of personal subsistence; or,

  Any activity directly related to fish farms.

- INTERSTATE

  An interstate migratory child is a child who has moved with a parent or guardian within the past year across state boundaries in order that a parent, guardian, or member of his or her immediate family might seek and/or obtain temporary or seasonal employment in agriculture, fishing activities, or in related food processing.

- INTRASTATE

  An intrastate migratory child is a child who has moved with a parent or guardian within the past year across school district boundaries within a state in order that a parent, guardian, or member of his or her immediate family might seek and/or obtain temporary or seasonal employment in agriculture, fishing activities, or in related food processing.

- MIGRATORY AGRICULTURAL WORKER

  "Migratory agricultural worker" means a person who has moved from one school district to another within the past twelve months to enable him or her to seek and/or obtain temporary or seasonal employment in an agricultural activity.

- MIGRATORY FISHER

  "Migratory Fisher" means a person who has moved from one school district to another within the past twelve months to enable him or her to seek and/or obtain temporary or seasonal employment in a fishing activity.

- MIGRANT CHILD'S GUARDIAN
  "Guardian" means:

  A person who has been appointed to be the legal guardian of a child through formal proceedings in accordance with State law;

  A person who an SEA determines would be appointed to be the legal guardian of a child under the law of the child's domiciliary state if formal guardianship proceedings were undertaken; or,

  A person standing in the place of a parent to a child.

- CLASSIFICATION OF THE MIGRANT STUDENTS

  The six status classifications of the migrant student are:

"1"	Interstate-Agriculture
"2"	Intrastate-Agriculture
"3"	Five-year provision-Agriculture
"4"	Interstate-Fishermen
"5"	Intrastate-Fishermen
"6"	Five-year provision-Fishermen

PROGRAM ADMINISTRATION AND OPERATION

The Title I Program for migratory children is a state-administered program which may involve financial assistance to local educational agencies as sub-grantees. Operational responsibilities are shared by the U.S. Commissioner of Education, state educational agencies, local educational agencies, and other public and private non-profit organizations which operate migrant projects.

The SEA is directly responsible for the administration and operation of the state's Title I Migrant Program. Annually, each SEA submits a comprehensive plan and cost estimate for its statewide program to the Office of Education for approval. Section 116d.31 of the regulations provides that this plan is to contain information on the number and location of migrant students within the state, their special educational needs including educational performance and cultural and linguistic background which is relevant to assessing the educational needs of the children, program objectives, services to be provided to meet those objectives, evaluation procedures for determining program effectiveness, the types of information which the SEA will pass on to the other SEAs to assure continuity of services, a description of the SEA's plan for meeting requirements pertaining to dissemination of public information, and the establishment and utilization of a state parental involvement council for program planning, implementation, and evaluation purposes. In addition, each state application is to contain an appropriate budget. Section 116d.3. of the regulations further provides that the Commissioner shall approve a state application only if it demonstrates that payment will be used for projects designed to meet the special educational needs of migratory children, including provision for the continuity of educational and supportive services, and transmittal of pertinent information with respect to school records of these children. The SEA then approves or disapproves local project proposals. Further, the SEA is also responsible for the design and preparation of state evaluation reports.

If the state's application is approved, it is awarded a grant entirely separate from the regular Title I allocation to finance the Migrant Program. SEAs are required to submit to the Commissioner of Education individual project summaries indicating in sufficient detail the manner and extent to which state objectives and priorities are being met.

Proposals to operate a migrant project are submitted to the SEA by these LEAs serving areas with migrant students, and by other public and non-profit private organizations (note that proposals are submitted on a voluntary basis). Section 116d.61 of the program regulations provides that proposals shall describe the objectives to be achieved by the operating agency for each grade group, the estimated number of children to be served by the agency, the services to be provided to achieve the stated objectives, the types and number of staff to be employed, and an appropriate budget.

The Title I Migrant Education Program was first appropriated $9.7 million in fiscal year 1967 of a $40.3 million authorization. That appropriation has grown to $173.6 million for fiscal year 1979 programs. In 1967, state agency programs were not fully funded under the Chapter I enabling legislation; therefore, the appropriation was less than the authorization. Since the inception of the program, funding has steadily increased--from approximately $10 million in fiscal year 1967 to $263 million in fiscal year 1990.

The statute also includes a provision for special arrangements whereby the Commissioner may conduct Migrant Education Programs. If the Commissioner determines that a state is unable or unwilling to conduct education programs for migrant children, or that it would result in more efficient and economic administration, or that it would add substantially to the welfare or educational attainment of such children, he may make special arrangements with other public or non-profit private agencies in one or more states and may use all or part of the grants available for any such state.

The Commissioner of Education determined that full implementation of the Migrant Student Record Transfer System (MSRTS) would add substantially to the welfare and educational attainment of migrant children. Because all states are required to participate in this interstate and intrastate transfer of records, and as such benefit from its operation, an equal percentage of each state's annual grant amount is set aside to fund the MSRTS.

FUNDING

Public Law 95-561, sections 141-143, address the following:

GRANTS-ENTITLEMENT AND AMOUNT

Sec. 141 (A) ENTITLEMENT. -- A state educational agency or a combination of such agencies shall, upon application, be entitled to receive a grant for any fiscal year under this part to establish or improve, either directly or through local educational agencies, programs of education for migratory children of migratory agricultural workers or of migratory fishermen which meet the requirements of section 142.

(B) AMOUNT OF GRANT -- (1) Except as provided in sections 156 and 157, total grants which shall be made available for use in any state other than Puerto Rico) for this subpart shall be an amount equal to 40 per centum of the average per pupil expenditure in the State (or [A] in the case where the average per pupil expenditure in the State is less than 80 per centum or the average per pupil expenditure in the United States, of 80 per centum of the average per pupil expenditure in the United States, or [B] in the case where the average per pupil expenditure in the State is more than 120 per centum of the average per pupil expenditure in the United States, of 120 per centum of the average per pupil expenditure in the United States) multiplied by (i) the estimated number of such migratory children aged five to seventeen, inclusive, who reside in the State full time, and (ii) the full-time equivalent of the estimated number of such migratory children age five to seventeen, inclusive, who reside in the state part time, as determined by the Commissioner in accordance with regulations, except that if, in the case of any state, such amount exceeds the amount required under section 142, the Commissioner shall allocate such excess, to the extent necessary, to other states, whose total of grants under this sentence would otherwise be insufficient for all such children to be served in such other States. In determining the full-time equivalent number of migratory children who are in a state during the summer months, the Commissioner shall adjust the number so determined to take into account the special needs of those children for summer programs and the additional costs of operating such programs during the summer. In determining the number of migrant children for the purposes of this section the Commissioner shall use statistics made available by the Migrant Student Record Transfer System or such other system as he may determine most accurately and fully reflects the actual number of migrant students.

(2) For each fiscal year (FY), the Commissioner shall determine the percentage which the average per pupil expenditure in Puerto Rico is of the lowest average per pupil expenditure of any of the fifty states. The grant which Puerto Rico shall be eligible to receive under this section for a fiscal year shall be the amount arrived at by multiplying the number of such migrant children in Puerto Rico by the product of - (A) "The percentage determined under the preceding sentence, and (B) 32 per centum of the average per pupil expenditure in the United States."

PROGRAM REQUIREMENTS

Sec. 142. (a) REQUIREMENTS FOR APPROVAL OF APPLICATION. --The Commissioner may approve an application submitted under section 141 (a) only upon his determination--

(1) that payments will be used for programs and projects (including the acquisition of equipment and where necessary the construction of school facilities) which are designed to meet the special educational needs of migratory children of migratory agricultural workers or of migratory fishermen, and to coordinate such programs and projects with similar programs and projects in other states, including the transmittal of pertinent information with respect to school records of such children;

(2) that in planning and carrying out programs and projects there has been and will be appropriate coordination with programs administered under part B of Title III of the Economic Opportunity Act of 1964 and under section 303 of the Comprehensive Employment and Training Act;

(3) that such programs and projects will be administered and

carried out in a manner consistent with the basic objectives of subpart 3 or part A, other than sections 122, 123, 126(d), and 130 thereof;

(4) that, in planning and carrying out programs and projects at both the state and local educational agency level, there has been and will be appropriate consultation with parent advisory councils established in accordance with regulations of the Commissioner [consistent with the requirements of section 125 (a)]; and

(5) that, in planning and carrying out programs and projects, there has been adequate assurance that provision will be made for the preschool education needs of migratory children of migratory agricultural workers or of migratory fishermen, whenever such agency determines that compliance with this paragraph will not detract from the operation of programs and projects described in paragraph (1) of this subsection after considering funds available for this purpose.

(b) CONTINUATION OF MIGRANT STATUS. --For purposes of this subpart, with the concurrence of his parents, a migratory child of a migratory agricultural worker or of a migratory fisherman shall be deemed to continue to be such a child for a period, not in excess of five years, during which he resides in the area served by the agency carrying on a program or project under this section. Such children who are presently migrant, as determined pursuant to regulations of the Commissioner, shall be given priority in this consideration of programs and activities contained in applications submitted under this subsection.

(c) BY-PASS PROVISION. --If the Commissioner determines that a state is unable or unwilling to conduct educational programs for migratory children of migratory agricultural workers or of migratory fishermen, or that is would result in more efficient and economic administration, or that it would add substantially to the welfare or educational attainment of such children, he may make special arrangements with other public or non-profit private agencies to carry out the purposes of this section in one or more states, and for this purpose he may use all or part of the total of grants available for any such state under this section.

COORDINATION OF MIGRANT EDUCATION ACTIVITIES

Sec. 143. (1) ACTIVITIES AUTHORIZED. --The Commissioner is authorized to make grants to, or enter into contracts with, state educational agencies to operate a system for the transfer among state and local educational agencies of migrant student records and to carry out other activities, in consultation with the states, to improve the interstate and intrastate coordination among state and local educational agencies of the educational programs available for migratory students.

(b) AUTHORIZATION OF APPROPRIATIONS. --There are authorized to be appropriated for this section not more than 5 per centum of the total amount paid for the preceding fiscal year to state educational agencies under section 141.

GRANT AMOUNTS

The formula for computing the maximum grant a state may receive is based on the full-time equivalency school-aged (5-17) migrant children residing in the states. Unfortunately, the true number of migrant children is not known.

Previous to FY 1975, estimates of the number of migrant children for each state were obtained by multiplying the number of migratory workers residing in the state (information provided by the employment offices of the U.S. Employment Service) by seventy-five percent. Section 101 of P.L. 93-380 (Education Amendments of 1974) provides that the number of migrant children will henceforth be estimated from "statistics made available by the Migrant Student Record Transfer System or such other system as (the Commissioner) may determine most accurately reflects the actual number of migrant students." Beginning in FY 1975, state allocations were based on information contained in the MSRTS.

The state's allocations are computed through a formula which multiplies that state's full-time equivalency of migrant children by 40% of the state's per pupil expenditure. It is adjusted, when necessary, to not less than 80% or not more than 120% of the national average per pupil expenditure.

Section 125 of P.L. 93-380 states, however, that (... no state agency shall receive in any fiscal year ... an amount which is less than 100 per centum of the amount which that state agency received in the prior fiscal year....) Therefore, when the formula that employs current statistics made available by the MSRTS computes to a grant amount less than the grant amount made available in FY 1974 (utilizing Department of Labor estimates), or in any succeeding fiscal year (utilizing Department of Labor estimates of MSRTS data), ther the new grant award is maintained at a level equal to that of the prior fiscal year. In essence then, a funding floor was created in 1974, and state agencies are held harmless at 100% of that fiscal year's grant amount or any succeeding fiscal year's grant amount that demonstrated an increase and established a new funding floor.

FUND UTILIZATION (P.L. 95-561 Sec. 116d.51)

(A) General. An SEA may use funds made available for the state migrant education program under section 141 of Title I of the Act only for the following:

(1) To perform the functions described in 116d.50(d) (2) of these regulations relating to administrative functions that are unique to the State migrant education program.

(2) To support approved projects designed to meet the special educational needs of eligible migratory children.

(B) Types of services. The projects referred to in paragraph (a) (2) of this section must be designed to meet the special educational needs of the migratory children eligible to be served, particularly any need for improvement in the basic academic subjects. The project's services must be supplmentary to those services provided with state and local funds. These projects may include the following types of services:

(1) Academic instruction
(2) Remedial and compensatory instruction
(3) Vocational instruction and career education services
(4) Special guidance, counseling, and testing services
(5) Preschool services
(6) Other educational services that are not available to eligible migratory children in adequate quantity or quality
(7) The acquisition of instructional materials -- such as books and other printed or audiovisual materials -- and equipment
(8) Other services that meet the purposes of the Migrant Education Program.

STATE LAWS

Parents, state and federal laws, rules, and regulations affect the education of migrant students. It is important to become aware of these laws to better prepare you and your child to confront differences in local policies that might hinder the progress of your child towards graduation from high school.

State and federal laws, rules and regulations that affect migrant students include, but are not limited to, the following:

19 TAC S61.65, Absences,
Chapter 75.169(b), Award of Credit, Grades Nine-12,
19 TAC S129.1, Free Attendance in General,
TEC Section 21.0313, Identification Required for Enrollment

ABSENCES

Statutory Citation
Texas Education Code, S21.041 Absences

(a) Except as provided by this section, a student may not be given credit for a class unless the student is in attendance for at least 80 days during a semester.

(b) The board of trustees of each school district shall appoint one or more attendance committees to hear petitions for class credit by students who are in attendance fewer than 80 days during a semester. Each board may determine the number of committees needed in the district and the composition of each committee. The committees may give class credit to a student who is in attendance fewer than 80 days during a semester due to extenuating circumstances. Each local school board shall establish guidelines to determine what constitutes extenuating circumstances, subject to rules adopted by the State Board of Education, and shall adopt policies establishing alternative ways for students to make up work or regain credit lost due to absences. The State Board of Education shall submit its rules adopted under this section to the Legislative Education Board for review to ensure compliance with legislative intent. A certified public school employee may not be assigned additional instructional duties as a result of this section outside of the regular workday unless the employee is compensated for the duties at a reasonable rate of pay.

(c) A member of an attendance committee is not personally liable for any act or omission arising out of duties as a member of an attendance committee.

(d) If a student is denied credit for a class by an attendance committee, the student may appeal the decision to the board. The decision of the board may be appealed by trial de novo to the district court of the county in which the school district's central administrative office is located.

(e) This section does not affect the provision of Section 21.035(f) of this code regarding a student's excused absence from school to observe religious holy days.

RULE

(a) For purposes of reviewing student absences, extenuating circumstances include but are not [are] limited to the following:

(1) an excused absence as defined by Texas Education Code S21.035 (relating to Violations of Attendance Requirements);

(2) days of suspension for which students have satisfactorily completed assignments for the suspension period as provided in Texas Education Code, S21.301(h);

(3) participation in a court proceeding or a child abuse/neglect investigation in accordance with S129.62 of this title (relating to Court-Related Students);

(4) the late enrollment and/or early withdrawal of a migratory student as defined by 34 Code of Federal Regulations S201.3;

(5) days missed by a runaway as defined by Texas Family Code S51.03 (relating to Delinquent Conduct; Conduct Indicating a Need for Supervision);

(6) completion of a competency-based education program for students identified as at-risk in S75.195 of this title (related to Alternatives to Social Promotion) and dropouts;

(7) the late enrollment or early withdrawal of a student placed in or having resided in a community care home by the Texas Youth Commission (TYC);

(8) the absences of a teen parent due to caring for his/her child; and,

(9) participation in a substance abuse rehabilitation program.

(b) Each school district shall adopt policies establishing alternative ways for students to make up work missed or regain credit lost due to absences for extenuating circumstances. Alternative ways for students to make up work missed or regain credit include tutorials, evening school, Saturday classes, correspondence courses, independent study projects, computer assisted instruction, student contracts, and summer school.

(c) Each school district may adopt policies establishing alternative ways for students to make up work missed or regain credit lost due to unexcused absences. A district may impose a grade adjustment on the work made up by a student for an unexcused absence. Districts adopting such policies shall file a copy of the policies with the commissioner of education upon approval of the policies by the district board of trustees.

(d) Provisions under (c) of this rule do not permit or allow credit for work missed due to student absences for participation in extracurricular activities in excess of those permitted in S97.113(a) and (b) of this title (relating to Student Absences for Extracurricular Activities).

(e) For students, grades K-eight, absences may be aggregated on the basis of 160 days per year.

(f) Absences in excess of those permitted under S97.113 of this title (relating to Student Absences for Extracurricular Activities) may not be considered as extenuating circumstances.

(g) For students identified in S89.211 of this title (relating to Handicapped Students) as handicapped students, the admission, review and dismissal (ARD) committee shall determine absences due to the handicapping condition as extenuating circumstances. The ARD committee shall determine any modifications necessary regarding work to be made up by the handicapped student in order to regain class credit lost due to the absences.

(h) The attendance committee shall hear all cases where a student's attendance falls below 80 days and a petition by the student or the student's parent, legal guardian or other person having lawful control pursuant to an order of a court has been filed and may review other cases at local option. The hearing may be a review of student attendance records and other appropriate documents; an oral presentation before the committee with the student, his or her parent, or other appropriate representatives such as case worker or substance abuse counselor; or another process established in policy by the district.

(i) If a student has an absence that the district recognizes as an extenuating circumstance and if the student satisfactorily makes up missed work, the student shall be considered in attendance for purpose of computing compulsory attendance under TEC 21.032 and for driver's license eligibility under Texas Revised Civil Statutes, Articles 6687b.

AWARD OF CREDIT
Chapter 75.169(b), Award of Credit, Grades Nine-12

The award of credit for a course by a school district affirms that a student has satisfactorily met all state and local requirements. Courses for which credit is awarded shall be provided in accordance with this subsection.

1. Courses offered for a unit of credit in grades nine-12 shall be scheduled for a minimum of 160 clock hours of class instruction. A unit of credit is the equivalent of the study of a subject that is scheduled for a minimum of 160 clock hours, which traditionally is one 55-minute period per day for the 175-day school year. A one half unit of credit is 80 clock hours. This definition is based on the usual operation of schools. Deviations from the usual operations are acceptable for meeting the unit of credit so long as the school makes available the amount of time required to permit the individual to meet the acceptable achievement standards for the course.

2. Each school district shall establish a system of

reporting grades and credit earned. To determine whether credit shall be awarded, school districts shall use a numerical scale of 0-100. A grade of 70 shall be minimum for a student to pass a course and be awarded credit.

3. Districts shall develop policies regarding the awarding of credit to students who are suspended from class either on or off campus. Students who are assigned to an off-campus suspension program shall be instructed in the essential elements of the courses in which they are enrolled at the time of suspension.

4. Districts shall develop policies for awarding credit to students who are not enrolled for a complete grading period. Policies shall ensure that the student is treated fairly in terms of meeting the intent of this subsection.

CHAPTER 129. STUDENT ATTENDANCE
Subchapter A. Student Attendance Allowed
S129.1 Free Attendance in General

(a) Admission to a Texas public school shall be allowed in accordance with the Texas Education Code S21.031.

(b) Children are eligible to enroll in the first grade in accordance with the Texas Education Code S16.003.

(1) A child who is not eligible under the Texas Education Code S16.003, to enter the first grade may be assigned to the first grade before age six, but in a district which offers less than full-day, full-year kindergarten, the attendance of the child must be maintained in a kindergarten register. Such assignments are the decision of the local district, with the consent of the child's parent or guardian.

(2) A five-year-old is not eligible for enrollment in the first grade if the parent or guardian enrolled the child in the first grade in an out-of-state public school and subsequently returned the student to Texas for enrollment, without the legal residence of the parent or guardian having been changed to the other state in the interim. For the purposes of this section, the phrase "enrolled in the first grade" means actually receiving instruction rather than enrolled prior to receiving instruction.

(c) Students in this country under a bona fide exchange program are eligible to attend school in the designated district of residence.

(d) Children of school age who are placed in foster care by an agency of the state or a political subdivision shall be permitted to attend public schools in accordance with the Texas Education Code S21.031(e) and (f).

IDENTIFICATION REQUIRED FOR ENROLLMENT
TEC Section 21.0313

(a) Not later than the 30th day after a parent or other person with custody of a child enrolls the child in a public school, the parent or other person or the school district in which the child most recently attended school shall furnish to the school district:

 (1) the child's birth certificate or another document suitable as proof of the child's identity; and,

 (2) a copy of the child's records from the school the child most recently attended if the child had been previously enrolled in a school in this state or another state.

(b) If a child is enrolled under a name other than the child's name as it appears in the identifying document or records, the school district shall notify the missing children and missing persons information clearinghouse of the child's name as shown on the identifying document or records and the name under which the child is enrolled. The information in the notice is confidential and may be released only to a law enforcement agency.

(c) If the information required by Subsection (a) of this section is not furnished to the district within the time provided by that subsection, the district shall notify the police department of the city or sheriff's department of the county in which the district is located and request a determination of whether the child has been reported as missing.

(d) The State Board of Education may adopt rules necessary to the implementation and enforcement of this section, including rules providing for the types of documents that are suitable for identification purposes under this section.

(e) When accepting a child for enrollment, the school district shall inform the parent or other person enrolling the child that presenting a false document or false records under this section is an offense under Section 37.10, Penal Code, and that enrollment of the child under false documents subjects the person to liability for tuition or costs under Section 21.031(g) of this code.

(f) A person commits an offense if the person enrolls a child in a public school and fails to furnish an identifying document or record relating to the child on the request of a law enforcement agency conducting an investigation in response to a notification under Subsection (c) of this section. An offense under this subsection is a Class B misdemeanor.

SAMPLE COPY TO PARENTS

EXTENUATING CIRCUMSTANCES--SUMMARY

Student may not be given credit for a class unless the student is in attendance for at least 80 days during a 90 day semester.

An attendance committee may give credit to a student who is in attendance fewer that 80 days during a semester due to "extenuating circumstances".

Extenuating circumstances (with proper documentation) include but are not limited to the following:

1. Excused absences as defined by Texas Education Code S21.035
2. Days of suspension satisfactorily completed TEC S21.301
3. Participation in court proceedings in accordance with S129.6
4. Late enrollment and/or early withdrawal of a migratory student as defined by 34 code of Federal Regulations S201.3
5. Days missed by a runaway as defined by Texas Family Code S51.03
6. Completion of a competency-based education program for students identified as at-risk (related to Alternatives to Social Promotion) and dropouts; S75.195
7. Late Enrollment/Early Withdrawal (Texas Youth Commission)
8. The absences of a teen parent due to caring for his/her child
9. Participation in a substance abuse rehabilitation program

AWARD OF CREDIT--SUMMARY

In order to be awarded credit for a course, a student shall satisfy the provision that follows:

(1) A course may be considered completed and credit awarded under either of the following conditions:

    (A) The student has been enrolled in a course scheduled for the minimum clock hours and has achieved a grade of 70 or better for the course; or

    (B) The student has demonstrated achievement by meeting the standard requirements for the course, regardless of the time the student has been enrolled in the course.

TEXAS MINIMUM JR. HIGH SCHOOL REQUIREMENTS

GRADES 7-8

SUBJECT	UNITS
English Language Arts	2
Mathematics	2
Life Science	1
Earth Science	1
Physical Education	1
Texas History/Geography-Grade 7	1
U.S. History/Citizenship-Grade 8	1
Computer Literacy (Students may be exempt if they master the essential elements for computer literacy or an assessment instrument)	1or 1/2
Reading Improvement or ESL (Students in Grade 7 or 8 who score one year or more below grade level on a standardized achievement test shall be assigned to one of the above.)	0, 1 or 2
Electives	Sufficient to complete 12 units

TEXAS MINIMUM HIGH SCHOOL GRADUATION REQUIREMENTS

BASIC PLAN		ADVANCED PLAN/ HONORS
4	ENGLISH *	4
3	MATH *	3
2	SCIENCE *	3
2 1/2	SOCIAL STUDIES	2 1/2
1/2	ECONOMICS *	1/2
1 1/2	PHYSICAL EDUCATION (P.E.)	1 1/2
1/2	HEALTH	1/2
0	FINE ARTS	1
0	FOREIGN LANGUAGES	2
0	COMPUTER SCIENCE	1
7	ELECTIVES	3
21		22

* TO QUALIFY FOR THE HONORS GRADUATION PLAN, FIVE OF THESE UNITS MUST BE DESIGNATED AS HONORS COURSES BY THE BOARD OF TRUSTEES.

CHAPTER III:
SENSITIVITY TO MIGRANT STUDENTS AND THEIR FAMILIES

CHAPTER III

SENSITIVITY TO MIGRANT STUDENTS AND THEIR FAMILIES

The following data were formulated from the Interstate Secondary Credit Accrual and Acceptance Manual, 1989 Edition.

This country has over a half million children whose parents harvest a significant part of this nation's crops. These children and their parents (and/or grandparents, uncles, aunts, cousins, friends, etc.) migrate from the three large "sending" or "homebase" states of California, Texas, and Florida to the other forty-five contiguous "receiving" states. In addition, Alaska and Puerto Rico have a significant number of migratory children within their borders.

Part I: The Mobile Life of Migrant Students

Currently migratory children may live for short periods of time during each year in several communities, sometimes in two, four, six, and even eight different states. Even though their families may have a well-established migratory route, there is no assurance that, while on the trek, they will reside in the same communities year after year.

To some migrant children, "home" is the location where they live the longest time during a year, usually where the family resides during the winter, or places they visit in between migrations. To others, "home" has no meaning whatsoever and in response to questions regarding it, they answer, "Nope, ain't got no home. Just any place we're at, that's my home." Still others reply, "I don't know, you see, we just move a lot."

Some children whose parents have established a somewhat regular pattern of migration live in only two or three states during a year and return each fall to the same area. This does not mean, however, that their children enroll in the same school in each area every year. They may annually move into the same state and even into the same country. However, their parents may work for a different grower and live in a different community, and the children will attend a different school.

While migrating, there is no definitely scheduled time in any location. Length of stay is determined by the weather, the labor supply, the crops to be harvested, and the availability of housing. During some seasons, the children may live in a community for only a few days or weeks, for as long as four months or, if their families secure work with one fishing or agricultural firm, they may reside in one area for a year before returning to their homebase. Over a few years, it is possible for migratory children to have experienced several of these patterns of mobility while on the road.

Migrant children live in a world few teachers understand or appreciate well. In teaching migrant children, one should not only have an appreciation for their way of life, but for the problems and opportunities created by this life, and to learn how they think and feel about themselves and others. Like all children, as they grow they acquire a picture of the kind of person they are, of the things they can and cannot do and, of the sort of person they eventually can hope to be. The picture they form will determine greatly their success or failure in school or in life. The picture is shaped by the impact of unique forces in their lives and, especially, by the expectations and perceptions others have of them. Migrant students, regardless of age or grade level, are similar to all other students in that they respond to praise, to a warm smile, and to kindness. They grow even more responsive when they are met with appreciation and friendliness which, in turn, provide them with a sense of security, trust, and self-confidence.

Although the situations described below may cause migrant children to feel insecure, they also often result in the development of positive values and attributes:

First, their transient way of life is a force which generally leads to insecurity. In continually pulling up roots and moving into new situations, migrant children are in constant contact with non-migrants with whom they must cooperate and compete. In may be difficult for them to make new friends and become accustomed to different environments. Conversely, however, migrant children are flexible, adaptable, and eager to please due to their exposure to a variety of circumstances and situations in school and within the community. They are survivors in the truest sense of the word and have acquired an inner strength as a result of their varied experiences.

Second, their childhood is foreshortened, a force which also leads to insecurity. Living in a culture which compels them to assume family responsibilities early, they experience by 13 or 14 years of age what non-migrant children may not experience until they are 18 years or older. However, this also provides migrant children with a maturity and a sense of responsiblity of which they can feel confident and proud. As breadwinners and significant contributors to the family's economic well-being, they can feel a true sense of accomplishment.

Third, the strong and well-defined family relationship is a force which generates feelings of security. They are loved and welcomed with warmth and enthusiasm by their families. But their families may insist, due to economic hardships, that they take on responsibilities and become wage earners as soon as possible--ideas that conflict with non-migrant values and often with the high value their parents place on education. As a result, what feelings of security they have may become dwarfed in significance and they may feel inadequate to deal with new situations.

Fourth, migrant children are frequently proficient in a language other than English. This may put them at a disadvantage academically if the appropriate instruction is not provided to them so that they can perform at their ablility level. Yet, they can express themselves vividly and with ease among their families and peers. They bring with them to school a language and culture that are rich with heritage and of which they can be proud. Perhaps due to a language barrier, they are perceptive and can generally size up new situations and people quickly.

Migrant students typically bring a particular set of characteristics to the school site. These characteristics include a dominant language other than English, irregular school attendance due to mobility and the need to work, and oftentimes poor health and nutrition. The implication for the school is that, like all other children, migrant students deserve the same opportunities for an education that meets their individual needs. As is true with meeting the unique needs of any child, creative and flexible solutions are often in order.

Part 2: The Effects of Mobility: Research, Theory, and Fact

A number of psychologists have studied and/or theorized on how moving affects children. Although these studies or theorizing were not directly on migrant students, the general findings appear to be applicable to migrant students. In 1961, Switzer and Associates concluded that the main psychological difficulty for children who move is their feeling of loss, lessened parental attention, helplessness, and fear of the unknown. In a 1968 study, Kilman compares the psychological impact of moving to that of the feeling of being abandoned by a loved person.

There isn't agreement as to which developmental stages or ages are more susceptible to the negative effects of moving. Inbar, in a 1976 report, contends that children 6 to 11 years of age may be affected more than younger or older children. He explains that this may be due to cognitive and social developmental factors. He believes that moving during middle childhood may interfere both with language development and with the socialization process of developing childhood friendships. These two important processes of language development and developing childhood friendships would be greatly affected by the migrant's mobile lifestyle since the migrant child may be in two, three, or four different schools in one year.

However, as a result of a 1980 analysis, Rubin believes that the period of later childhood may be an especially difficult age level for coping with moving since by that time cliques are likely to be well established and difficult to penetrate. If this is true for the student who moves only once or twice during their school years, think of the enormity of the problem for those migrant students who must move to three or four schools every year for three, four, five, or more of their school years!

The effects of moving are not all negative. In 1968, Lehr and Hendricksen concluded that adaptability and self-reliance can be learned by young children as a result of having to move. In 1978, Fassler wrote that young children can benefit emotionally from moving by developing pride in having mastered a difficult situation. Positive attributes and characteristics of migrant students resulting from the effects of mobility previously mentioned in Part 2 corroborate the conclusions of the two studies above.

Although interstate efforts have improved conditions for the mobile migrant child, students keep moving and many problems still persist. In one issue of the MESA Bulletin published in 1988, the effects of mobility on migrant secondary students were reported to be:

- Loss of credit due to insufficient days of attendance (late arrival)
- Loss of credit due to failure to take final exams (early departure)
- Exclusion from school by receiving schools in late spring (These students need to attend school in order to fulfill attendance requirements of the sending schools.)
- Misunderstandings of the differences in credit value in different states (½ = 1 = 5 in different states)
- Failure to combine credits and failure to award partial credit
- Differences in course descriptions and courses required for graduation
- Differences in proficiency or competency test requirements
- Lack of availability of needed courses (at receiving schools, or for late arriving students in the fall)

There are other effects of mobility that are more affective in nature and which handicap students by depriving them of support and motivation to continue. These problems include:

- Lack or loss of supportive counselors

- No high school graduation plan
- No college attendance plan
- Alienation from receiving school, community, and students
- Need to work to help support the family
- Language barriers
- Lack of advocates or role models
- Migrant Education Program services unknown or unavailable in area
- Migrant Education Programs filled by formerly migratory students or students who arrived earlier

Part 3: The Socio-Economic Status of Migrant Students

Migrant families suffer from some of the most severe poverty in the country. By the age of ten or eleven years, sometimes even younger, the children join their parents in the fields. If not rescued through education or training, they may spend the rest of their lives as migrant workers.

Although being poor does not correlate to low intelligence or inability to learn, it does correlate to low academic achievement and high dropout rates. The poverty of migrant parents results in or creates a number of barriers to academic success:

- Poor parents are normally undereducated and cannot give their children a good start in verbal communication skills.
- They cannot provide access to books, educational toys, and other learning experiences, which cost money.
- They are less aware of the potential for special educational assistance which exists in the school district.

- They have less ability to assist their children with their academic assignments.

- Their children miss more school due to illness, clothing needs, transportation, etc.

- Their children are less able to compete and/or participate in activities which require monetary support from the parents--such as band, twirler training, cheerleading, etc.

- Their older children miss more school because they have to work to help support the family.

- Migrant parents have more difficulty participating in school activities such as parent-teacher organizations or Chapter I Regular and Migrant parental involvement due to language barriers, conflicting work schedules, and limited skills in navigating within the educational system.

One can hardly blame the student for getting discouraged and dropping out if, in addition to the handicaps mentioned above, his/her partial work done in another state or in another district in the same state is not accepted, preventing him/her from accumulating enough credits to graduate.

Part 4: The Bilingual Migrant Student

About 65% of all migrant students in the country are also bilingual in the sense that they speak another language in addition to English. These children, particularly those categorized as "Limited English Proficient" (LEP) face even greater barriers to obtaining an education and graduating from high school. In addition to facing the same mobility and low socio-economic problems as English-speaking migrants, bilingual students face a severe shortage of bilingual programs and trained teachers. Very few districts offer bilingual services. For example, Texas has over 1,000 districts and only about 170 provide bilingual education services. It is the rule rather than the exception that a student receiving bilingual instruction in one district will migrate to a district without bilingual services. A similar situation exists with regard to English as a Second Language (ESL) services which are normally more applicable to high school students.

The bilingual student has the further disadvantage of poor or no communication between his parents and the school (partially because the parents speak little or no English and/or the school staff do not speak a language compatible with the parents' language).

DROPOUT LITERATURE REQUEST FORM

Please send me the free material I have checked below:

- ____ Action on Dropouts
- ____ Attrition Rates and Facts: The Implications When Students Drop out
- ____ Can We Help Dropouts: Thinking About the Undoable
- ____ Characteristics of Potential Dropouts
- ____ Education U.S.A Dropouts: Who & Why
- ____ Empowering Minority Students: A Framework for Intervention
- ____ Essential Characteristics/Component of a Migrant Secondary Program
- ____ GAO School Dropouts: The Extent and Nature of the Problem
- ____ Gary Natriello: School Reform and Potential Drop Outs
- ____ High School Dropouts: A National Concern
- ____ House Bill 950 Hawkins & Goodling
- ____ Migrant Education: Providing Opportunities - Enhancing Graduation Rates
- ____ Predictors/Characteristics of Dropout Behavior Among Migrant Students
- ____ Recommendations for Secondary Program Improvement
- ____ Review of Youth-At-Risk Characteristics
- ____ School Dropouts: A Migrant Student Perspective
- ____ School Dropouts in Perspective
- ____ The Educationally Disadvantaged: A National Crisis

ERIC Document Resume:

- ____ ED 233 282 (Dropout Prediction)
- ____ ED 260 307 (Dropouts: A Review of Literature. Project Talent Search.)
- ____ ED 260 321 (Dropout Prevention)

Name: ____________________
Title: ____________________
School District: ____________________
Mailing Address: ____________________
City: ____________ State: __________ Zip Code: __________
Phone #: (____) ____________________

Tear off form and mail to:

TEXAS MIGRANT INTERSTATE PROGRAM
P.O. DRAWER Y
PHARR, TX 78577

Additional resources may be requested at the Regional Education Service Centers.

The Texas Migrant Interstate Program offers the following resources to increase awareness of the migrant condition.

MATERIALS/VIDEO REQUEST FORM

Please send me the free material I have checked below:

_____ Exemplary Migrant Student Booklet
_____ Jr. High Migrant Counselor's Handbook (Grades 7-8)
_____ Late Entry/Early Withdrawal Policy Handbook
_____ Migrant Counselor's Handbook (Grades 9-12)
_____ Model Tutorial Programs Handbook
_____ Updating MSRTS Records - Secondary Credit Accrual
_____ Rio Grande Valley Counselor Directory
_____ Summer Interstate Migrant Programs Directory
_____ Texas Regional Secondary Migrant Programs Directory

VIDEO TAPES: (Send us a blank tape for each video you are requesting. Maxell P/I Plus T-60 or T-120 or Scotch T-120 work best.)

_____ "A Migrant Experience"
_____ "Cultural Values of the Mexican - American Farmworker"
_____ "Farmworkers' Contributions to Agriculture"
_____ "Fields of Dignity"
_____ "Las Aspiraciones De Una Hija"
_____ "Migrant Exemplary Student Awards Program - 1987 Edition"
_____ "Migrant Exemplary Student Awards Program - 1987 Edition (Spanish)"
_____ "Migrant Parents' Influence on the Education of Their Children"
_____ "Reflections - Projections: 20 Years of Migrant Education"

Name: ______________________________
Title: ______________________________
School District: ______________________________
Mailing Address: ______________________________
City: ______________ State: ________ Zip Code: ____________
Phone #: (____)______________________________

Tear off form and mail to:

TEXAS MIGRANT INTERSTATE PROGRAM
P.O. DRAWER Y
PHARR, TX 78577

CHAPTER IV:
LATE ENTRY/EARLY WITHDRAWAL POLICIES

CHAPTER IV

LATE ENTRY/EARLY WITHDRAWAL POLICIES

House Bill 72 states that one responsibility of the school district is to "develop policies for awarding credit to students who are not enrolled for a complete grading period. Policies shall ensure that the student is treated fairly in terms of meeting the intent of this subsection," (75.169 Award of Credit, Grades Nine - 12). To help school districts meet the requirements of this law, the following information has been taken from the Late Entry/Early Withdrawal Policy Handbook produced by the Texas Migrant Interstate Program, September, 1990, edition.

Contained in the following pages are a rationale, goal, objectives, and several options that can be used by school districts to develop late entry/early withdrawal policies to use in granting credit.

The migrant student is part of a special school population with unique needs due to migrating with their parents to pursue agriculture- or fishing-related employment. For many migrant students, a pattern of entering school late and/or withdrawing from school early has made it very difficult, if not impossible, to complete course requirements and/or credits to graduate from high school. Teachers and administrators have also struggled to find a consistent procedure for obtaining and awarding grades for migrant students. Late entry/early withdrawal policies may be developed to provide an opportunity for the migrant student to achieve academic success, thereby providing him/her with a greater array of viable options in the future.

As with any other policy affecting students, the strong support and understanding of parents, students, teachers, counselors, and administrators is imperative to accomplish the intent and purpose of the policy.

The goal of a late entry/early withdrawal policy should be to enhance the graduation rate of migrant (and other) students who may enter late or withdraw early by providing them fair and consistent options to complete courses and achieve required credits toward graduation.

The objectives of a late entry/early withdrawal policy should be to provide specific procedures in the following areas:

1) Transferring students' grades from one school to another
2) Enabling students to complete course work missed due to late entry in school
3) Enabling students to complete course work missed due to early withdrawal from school
4) Grading students' work consistently and fairly.

LATE ENTRY PROCEDURES

Transfer students who have been enrolled in another school during the current semester may be handled using the following options:

Type 1 - With grades:

When a student transfers from one district to another, the receiving school should request grade information from the sending school. Grades received may then be included in the average for the semester grade.

Type 2 - Without grades:

If, due to brief enrollment, grades are not available from the previous school, the student's grades may begin without penalty from the date of enrollment in the current school. His/her final average may be determined by the grades he/she earned after entering school and taking the semester exam.

Late enrollees include those students who enroll after the beginning of the school year but who have not been enrolled in any district during the current semester.

Type 1 Late Enrollee

When a student enrolls prior to a designated cut-off date (Example: the last day of the first six weeks of the semester), the following options may be used:

Option 1 - Migrant Tutorial Plan

Student may receive credit in a subject if he/she attends a migrant tutorial session(s) to complete make-up work and attends regular classes as recommended by a counselor. Migrant tutorials may be held before, during, or after school.

Option 2 - Migrant Personnel Plan

Migrant personnel in the district will obtain make-up assignments and/or exams from the foundation teacher and monitor the completion of the work. The make-up work should be completed by the end of the semester and given to the foundation teacher for evaluation.

Option 3 - Foundation Teacher Plan

Foundation teacher will work with student in assigning make-up work and the student will be responsible for completing the work by the end of the semester. Upon completion of the work, issuance of grades shall be the responsibility of the foundation teacher.

Option 4 - No Penalty Plan

NO penalty is to be given for work missed by migrant students. Grading will start from the date of ENTRY. The final average will be determined by the daily average and/or the semester exam.

Option 5 - Credit by Examination

Students who demonstrate mastery of over 70% of the Chapter 75 Essential Elements with a 70 or above grade, but who have not been enrolled for the entire grading period due to their migratory lifestyle, may earn credit by examination. The locally devised exam may be the end-of-semester exam. A student may be required to attend a tutorial program to prepare the student for the exam. (75.166 Credit by Examination)

Option 6 - Advanced Placement Examinations

Texas Education Code, Section 21.724 (C) A student in grade level six or above shall be given credit for a subject on the basis of a board approved advanced placement examination in the subject if the student scores in the 90th percentile or above on the examination.

Type 2 Late Enrollee

When a student enrolls after a designated cut-off date (Example: the beginning of the second six weeks of the semester), the following options may be used:

Option 1 - Migrant Tutorial Plan

Students are placed in one or more migrant tutorial classes and regular classes to make up work as recommended by regular counselor based upon date of enrollment.

Option 2 - Auditing Course Work Plan

Auditing students may or may not receive credit. It is the teacher's responsibility to determine whether or not credit is to be awarded. Criteria which should be used in making this determination are as follows:

1. Attendance records
2. Effort shown by the students in attempting to make up the work missed.
3. Success of the students in the classroom work assigned.
4. The teacher's general opinion of the extent to which the students deserve credit. (Sample D)

Option 3 - Summer School Program

Students may be allowed to complete the remaining course work of the semester and make up the missed course during the summer school session. (Sample B)

Option 4 - Credit by Examination

Students who demonstrate mastery of over 70% of the Chapter 75 Essential Elements with a 70 or above grade, but who have not been enrolled for the entire grading period due to their migratory lifestyle, may earn credit by examination. The locally devised exam may be the end-of-semester exam. A student may be required to attend a tutorial program to prepare the student for the exam. (75.166 Credit by Examination)

Option 5 - Advanced Placement Examinations

Texas Education Code, Section 21.724 (C) A student in grade level six or above shall be given credit for a subject on the basis of a board approved advanced placement examination in the subject if the student scores in the 90th percentile or above on the examination.

EARLY WITHDRAWAL PROCEDURES

Type 1 Early Withdrawal Student

When a withdrawal occurs prior to a designated cut-off date (Example: the beginning of the 5th grading period, or May 1st, or the 3rd week of the final six weeks), the following may apply:

Option 1 - Transfer to Another School

Student will receive credit only if he/she enrolls in school elsewhere for the remainder of the semester.

Option 2 - Credit Upon Return

Student may receive credit if he/she passes final exams when he/she returns in the fall. (Sample A)

Option 3 - Early Completion

Student may receive credit if he/she completes course work, assignments, and passes a final exam before he/she leaves. (Sample B)

Option 4 - Incomplete Grade

Student may receive "incomplete" for the course if ample notice prior to withdrawal is not given. Option 2 may be used to resolve an "incomplete."

Type 2 Early Withdrawal Student

When withdrawal occurs after a designated cut-off date (Example: the beginning of the 5th grading period, or May 1st, or the 3rd week of the final six weeks), the following may apply:

Option 1 - Migrant Tutorial Plan

Student may be required to attend a tutorial session(s) before, during, or after school to make up work that would be missed and to prepare for the final exam to be administered before withdrawal. (Sample C)

Option 2 - Migrant Personnel Plan

The migrant teacher may secure assignments from the foundation teacher and assist the student in completing them and preparing for the final exam to be administered before withdrawal.

Option 3 - Migrant Counselor Plan

The migrant counselor will be the liaison between the student and the foundation teacher. The student's withdrawal grade may be used as the final six weeks grade and the student will take the final exam before he/she withdraws.

Option 4 - Incomplete Grade

Student may receive an "incomplete" in the course and be allowed to take the final exam and receive credit when he/she returns to the district. (Sample A)

NOTE:

Several schools require the migrant student to notify the migrant counselor (or the designated school personnel) a specific amount of time in advance of his/her intent to withdraw early. When this is done, the student and counselor complete an Early Withdrawal Form (Samples F-1 and F-3) and copies are given to the student's teachers.

A few schools require that a verification letter (Samples G-1 and G-2) be returned to the sending Texas school by the withdrawing student before credit is granted. This letter verifies that the student actually migrated.

NOTE: THE FOLLOWING PAGES ARE SAMPLES OF EXISTING CREDIT GRANTING POLICIES FOR LATE ENTRY/EARLY WITHDRAWAL STUDENTS. ALL POLICIES ARE EVALUATED ON A YEARLY BASIS AND ADJUSTMENTS ARE MADE TO REFLECT LOCAL AND STATE REQUIREMENTS AND TO MEET THE STUDENTS NEEDS.

SAMPLE LETTER TO PARENTS

Dear Parents,

At this time of year families start migrating to their different job locations. It is very important that you notify the school with plenty of time so that teachers can make the necessary arrangements for your son/daughter to receive proper credit. We understand that it is not always possible to determine when you have to leave, but we encourage you to keep your son/daughter in school as long as possible. Facilitating the entrance and withdrawal of our migrant students is our main concern. Please call me if you have any questions or need further information.

Sincerely,

____
Migrant Counselor

* *

Estimados Padres,

Se está acercando el tiempo en que las familias migrantes salen para los trabajos. Es muy importante que avisen a la escuela con suficiente tiempo para que asi los maestros puedan hacer los arreglos necesarios para que su hijo/hija reciban los créditos apropiados. Comprendemos que no todo el tiempo es posible determinar cuando van a salir, pero queremos animarlos a que sus hijos asistan a las clases el más tiempo posible. Facilitando la entrada y salida de los estudiantes migrantes es nuestro interés más importante. Por favor de llamarme a la escuela si tienen preguntas o necesitan más informacion.

Sinceramente,

____
Consejero(a) Migrante

Please fill out information & return
to counselor's office with student.

- -

1. Student's Name: ______________________________ Grade: ________
   (Estudiante) (Grado)

   I.D.#: ________________________ Phone #: ______________________
   (Telefono)

2. Date of withdrawal: __________ Migrating to: ________________
   (Fecha de Retiro) (Destinacion)

3. Will student attend other school? YES ____ NO ____
   (¿Asistira a otra Escuela?) (SI) (NO)

SAMPLE A

DELAYED COMPLETION PLAN

The student must take a migration validation letter with him/her when he/she leaves. The letter must be signed by a school officical or employer before it is returned. This letter must be mailed within ten (10) calendar days of withdrawal as proof of migration. The student cannot receive credit for the exams, or be eligible to take exams in the fall, unless the letter is returned.

Any documents that may verify the student's actual migration (Examples: payroll stubs or a letter from the employer), may be substituted for the migration validation letter.

SAMPLE B

SPRING EVENING/SUMMER COMPLETION PLAN

Early withdrawal from school will be granted ONLY to students who are migrating out-of-district with their parents to pursue temporary or seasonal agriculture- or fishing-related employment.

Any student enrolled in the district who withdraws early may complete any course work and be eligible to receive credit under one of the following plans:

- PLAN I

  1. The student must be in attendance up to the third week of the 6th six weeks.
  2. He/she must complete any course work and assignments required by the teacher.
  3. He/she must pass a final examination.
  4. All assignments, tests, projects, etc., must be completed before withdrawal, otherwise he/she will receive an incomplete grade for the semester.
  5. Two (2) weeks prior to the withdrawal date, the student must be cleared in order to be withdrawn by the counselor.

- PLAN II

  The student may withdraw at any time, but he/she must enroll in another school and complete the requirements for the second semester. A transcript of completed work must be sent to the sending Texas school immediately upon completion of couse work.

  Students will be permitted to withdraw up to one day before migrating. In extreme emergencies, the principal may permit the student to withdraw earlier.

If a student withdraws for the purpose of migrating and does not migrate, he/she must return to school within a specified amount of time or he/she will not receive credits for the semester.

Student will not be permitted to withdraw to work locally.

- SPRING EVENING COMPLETION PLAN

  Students who are unable to complete their spring semester courses prior to withdrawal are encouraged to attend out-of-state spring evening programs.

  Programs offerings, sites, and dates of operation may be secured by calling the Texas Migrant Interstate Program in Pharr, Texas.

  Curriculum and course coordination is encouraged between local education agencies through direct contacts and/or through procedures for transferring MSRTS Secondary Credit Data. These procedures may be obtained through your Regional Education Service Center or the Texas Migrant Interstate Program's Secondary Credit Accrual Manual.

- SUMMER SCHOOL OPTION

  School districts may operate a state compensatory education summer school to enable students to complete courses for which an "incomplete" was received, or to complete any work missed during the regular school year.

  Out-of-state migrant students are provided the opportunity to attend summer evening programs in over 100 sites nationwide. These programs require the direct communication with homebase Texas schools to enable students to complete courses. Additionally, students may be enrolled to remove deficiencies, be remediated for TEAMS testing, and/or complete requirements necessary for graduation at the homebase Texas school.

  If your district has local policies or requires special permission for student attendance, out-of-state programs should be so informed. An Interstate Secondary Summer Schools Directory may be obtained through the Texas Migrant Interstate Program in the early spring.

SAMPLE C

MIGRANT TUTORIAL PLAN

1. In order to receive full credit for the school semester, migrant students must attend school through the end of the fifth grading period; and

2. All major assignments of the regular course(s) must be completed; and

3. At least two (2) weeks before migration, (preferably 2-12 weeks) migrant students should meet with a migrant counselor. At that time students receive a Migrant Information Form (Sample F-2) to take to their teachers to notify them that the student will be leaving soon. Each teacher must sign it and students must take this form home for a parent signature. After this form is returned, the student will be required to attend one (1) tutorial period during the day before school, during school, or after school. This period will be used for the purpose of making up the work that otherwise would be missed and to prepare them for the final examination. The tutorial teacher will act as a liaison person between teacher and student regarding all assignments to be completed.

For districts not having a tutorial period, all arrangements for completion of assignments for the sixth 6 weeks will be made between the teacher and the student.

(Sample D)

AUDITING COURSE PLAN

1. LATE ENTRY PROCEDURE

Grade procedures for students who enroll after the first six weeks:

A. Students who enter grades 9-12 after the first six weeks and who have not been enrolled in any other school this year will be considered auditing students.

B. Auditing students may or may not receive credit. It is the teacher's responsibility to determine whether or not credit is to be awarded. Criteria which should be used in making this determination are as follows:

1. Attendance record

2. Effort shown by the student in attempting to make up the work missed

3. Success of the students in the classroom work assigned

4. The teacher's general opinion of the extent to which the students deserve credit

C. Any questions pertaining to the first semester credit should be directed to the migrant counselor. Any exceptions to this regulation must be approved by the building principal.

2. EARLY WITHDRAWAL PROCEDURE

A. If a student leaves school before May 1st, he/she must enroll at another school as soon as possible in order to receive credit for his/her work. A transcript of work completed in the district will be sent to the school in which he/she enrolls upon the request of that school.

B. If a student leaves school after May 1st, five (5) days notice must be given and a parent conference must be held with the migrant counselor. The migrant counselor will then send early withdrawal forms to that student's teachers. Taking into consideration the student's academic performance, behavior, attendance, class participation, etc., the teacher can then determine the manner by which the student will receive credit for that course. Credit for courses taken may be obtained in one or a combination of the following two methods:

1. The teacher can administer an early final exam (or equivalent exam/assignment) and then give the student his/her final grade.

2. The teacher can decide that the student must take the final exam. The teacher then gives the student a withdrawal grade. The teacher must provide a copy of the final exam and answer key to the migrant office prior to the end of school.

C. Students who must take their final exams may report to a school, county court house, or city hall at their migratory destination and ask that it request his/her final exams from the appropriate high school in the school district. Upon receipt of such request, the exams will be forwarded as soon as they are available from the teacher. The school, county court house, or city hall will administer the exams and return them to the proper high school. The exams will be graded, recorded, and a final grade will be determined by the migrant counselor.

D. If a student does not request his/her exams, he/she may, upon return, be given the semester exams by a migrant counselor provided that he/she is presently enrolled in school.

SAMPLE E

EARLY COMPLETION PLAN

1. Any migrant leaving before May 1st will be eligible for credit if he/she takes exams and passes when he/she returns in the fall or be required to complete the semester at the receiving school.

2. Migrants leaving on or after May 1st will be eligible to take early exams if they follow the procedures listed below:

   a. The migrant student must inform one of the migrant counselors at least one (1) week in advance of withdrawal.

   b. The migrant counselor will inform the teachers of the impeding withdrawal of this student during the week prior to the withdrawal.

   c. The parents should come to the migrant counselor's office to verify the withdrawal as soon as possible. If not possible, the counselors will contact the parents' home by phone or have the community aide make a home visit.

   d. A form (Samples F-1, F-2, F-3) may be completed documenting that the student has followed proper procedures.

The student's withdrawal grade will become the 6th six weeks grade. They will also be required to take a final exam. Teacher option:

   a. Final exams can include all essential elements for the semester. If so, the teacher should work with that student before or after school or send the student to a tutor.

   b. Final exams can cover only material covered up to the time when the student withdraws.

SAMPLE EARLY WITHDRAWAL FORMS

SAMPLE F-1

Date ______________________________

FROM : Migrant Counselor

SUBJECT : Early Withdrawal

TO : ____________________ Course ___________________________

Your student, _________________________ ID#______________________, will be migrating in approximately five (5) days. Student will withdraw on ________________. A home visit has been made to confirm this early departure. In accordance with our new guidelines on early departures, each teacher can determine the manner by which a student will receive credit for that course. Before making that decision, teachers should consider such things as:

1. Academic Performance
2. Attendance
3. Attitude
4. Behavior

Please indicate which of the following should apply for this student and return this form to the migrant counselor.

_____I will administer an early final exam (or equivalent exam or assignment) and his/her final second semester grade is _____.

_____I want this student to take the final exam. His/her withdrawal grade is _____. I will provide a copy of the final exam and answer key to the migrant office prior to the end of school.

_______________________________ Migrant Counselor

_______________________________ Teacher Signature

SAMPLE F-2

MIGRANT INFORMATION FORM

STUDENT'S NAME: ______________________ GRADE: __________

HOME ADDRESS: ______________________ PHONE #: __________

______________________ DATE: __________

CITY & STATE STUDENT PLANS TO MIGRATE TO: __________

DATE STUDENT PLANS TO WITHDRAW FROM SCHOOL: __________

NOTE: 1. If student withdraws from school and does not leave the school district, he/she will not receive credit for his/her classes. If the student's family has a good reason for not leaving the school district on the date listed above, his/her parents must contact ______________________

2. Students withdrawing from school during the fifth six weeks must attend school in the receiving state to receive credit for their classes. Students completing their work during the fifth six weeks may receive credit at the teacher's discretion.

3. Students withdrawing from school during the sixth six weeks must complete all classwork and take a final exam in order to receive credit for their classes, or attend school in the receiving city and state.

4. This form must be filled out and returned to __________ at least two (2) weeks before the student plans to withdraw from school.

TEACHER'S SIGNATURE:

EARLY CLASS: __________ 4TH PERIOD: __________

1ST PERIOD : __________ 5TH PERIOD: __________

2ND PERIOD : __________ 6TH PERIOD: __________

3RD PERIOD : __________ 7TH PERIOD: __________

______________________ ______________________

Migrant Counselor Parent's Signature

AFTER STUDENT COMPLETES THIS FORM, IT MUST BE RETURNED TO:

____

____

SAMPLE F-3

PROCEDURES FOR EARLY MIGRANT WITHDRAWAL

NAME:________________ ID#:_____________ GRADE:_____ DOB:_______

PARENT'S NAME:_________________________ PHONE #:________________

ADDRESS:____

MIGRANT STATUS:____

A. Date of withdrawal:____

B. Migrant Counselor contacted (Date):____________________________

C. Teachers contacted (Date):_____________________________________

D. SCHEDULE:

	COURSE:	TEACHER:
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

E. Date to administer exams:______________________________________

F. Verification of family leaving the area (Date):________________

Reason:____

Verified by:_____________ Phone___ Home Visit___ Parents___

Migrant Counselor - ____________________ 9th Grade

____________________10th Grade

____________________11th Grade

____________________12th Grade

I understand the early exam procedures to be followed in order to be eligible for early exams. If I do not follow these procedures, I will not be eligible and must take my exams in the fall within 3 days of returning to school.

________________________________ ________________________________

Student's Signature Date

SAMPLE

F - 4

Name:____________________ ID#:____________________ Grade:______ has informed me that he/she will be migrating early this year to ____________________________. Approximate Date:____________________

Student __________ will ________ will not attend school at receiving school district.

PRESENT SCHEDULE:

Period	Subject	Code	Teacher	Make-Up Work Grades 4	5	6	Sem.
0							
1							
2							
3							
4							
5							
6							

______ 1. The student will need to complete his/her work up to the end of the _____ Six Weeks. The rest of the semester will be completed at the receiving school district or upon returning to the homebase school.

______ 2. The student needs to do make-up work for the rest of the second semester. If the student cannot complete all of the work by the time he/she withdraws, please return all the incomplete work to the migrant office for completion by the student upon returning to the homebase school.

______ 3. If the student completes the make-up work, please return this form with a final grade in the spaces provided above.

____________________ __________
Counselor Date

SAMPLE
F - 5

TEACHERS: DATE: ____________________

This student will be withdrawing within two weeks. Please provide the necessary make-up work for him/her if noted below.

STUDENT'S NAME: ____________________ I.D. #: __________ GRADE: ______

REASON FOR LEAVING: ____

WILL ATTEND SCHOOL? ________________ WITHDRAWAL DATE: ______

SCHEDULE

Period	Courses #	Description	Teacher	Room #	Signature
1					
2					
3					
4					
5					
6					
7					
8					

Make-up Work Needed: Yes _____
No _____

____
Migrant Counselor

NOTE TO STUDENT: After all teachers have signed this form return to counselor's office.

NOTE TO TEACHERS: This is not a withdrawal form.

VERIFICATION OF MIGRATION SAMPLE FORMS

SAMPLE G-1

____________________HIGH SCHOOL

____________________,TEXAS

____
Date of Withdrawal

TO: High School Principal

RE: Name__________________________ Date of Birth____________

Parent's Name_________________ Grade____________________

Dear Sir:

Some students from __________ High School have found it necessary to leave the school district early due to family contracts for employment. In the case of students who have had satisfactory grades, attendance, and behavior up to the time of withdrawal, we are making every effort to keep from penalizing the students due to their family emergencies and/or commitments.

Students leaving on or after May 1st in search of migratory-type work may obtain credit for satisfactory work done at our high school PROVIDED WE RECEIVE VERIFICATION that they have indeed moved away from our district in order to obtain agricultural or agriculturally related work. We have instructed the student whose name appears on this letter to go to the nearest high school and ask the principal to sign and mail to us this letter of verification. This must be done within ten (10) calendar days from date of withdrawal.

Although we encourage our migrant students to attend school wherever they go, all we require is that this letter be mailed back to us by a school principal. Your cooperation in our endeavor to serve the students at __________ High School is greatly appreciated by the administration as well as by the students and parents involved.

Sincerely yours,

__________________ Principal ____________ Migrant Counselor

__________________ High School ____________ High School

****

STUDENT'S NAME:________________________ DATE:_________________

ENROLLED:____________ REPORTED BUT DID NOT ATTEND____________
(Please check one)

NAME OF SCHOOL:________________________ CITY:_________________

STATE:_______________ SIGNATURE OF PRINCIPAL:_________________

SAMPLE G-2

______________ INDEPENDENT SCHOOL DISTRICT

______________, TEXAS

____
Superintendent of Schools

VALIDATION OF MIGRANT STATUS

NAME: _________________________ DATE OF BIRTH: ____________________

GRADE: _______________________ WITHDRAWAL DATE: ________________

is a student of _______________ High School in _____________, Texas, and has withdrawn before the end of the school year. In order for us to complete this student's academic record and/or in order for the student to be eligible for exams, the student must have this form signed by a school official or his/her employer. This form must be mailed back to __________ High School within 10 days of withdrawal. (The student must supply the postage.) It is not necessary for the student to enroll in school after May 1st.

The above named student appeared on: (fill in one only)

______________________________ Date	______________________________ Date
______________________________ Signature of Employer	______________________________ Signature of School Official
______________________________ Business	______________________________ School

Please mail to: _________________ High School
____
_________________ Texas 00000

CHAPTER V:
COORDINATION OF INSTRUCTIONAL PROGRAMS FOR MIGRANT STUDENTS

CHAPTER V

COORDINATION OF INSTRUCTIONAL PROGRAMS FOR MIGRANT STUDENTS

In coordination with the regular education program, the Migrant Program offers migrant students extended services from those offered through regular scheduling and academic planning. One of the major responsibilities should be geared to facilitating the educational process of migrant students regardless of where they'll be attending school, be it Texas, Michigan, Minnesota, etc.

The counselor (or migrant counselor) has the responsibility of acting as a liaison between the home based and receiving schools. Students have the option of participating in the Secondary Credit Exchange Program (day, evening, summer) or the regular high school program to obtain academic information (courses completed, credit awarded or hours attended), testing information and attendance for migrant students. The liaison plays an important role in updating students' transcripts, student placement, and proper course sequencing to ensure that they are on track for meeting graduation requirements.

In order to guarantee educational success for all migrant students, we must ensure that they are not deprived of participating in any instructional programs available in the district. Each school district is responsible for assuring that students are not discriminated against, due to their migratory status, when they are being placed in instructional programs.

The state has specifications for local school districts as to the educational programs they must make available to the students. Provided here is a listing of instructional programs in the state of Texas:

* 1) Bilingual education and English as a second language (E.S.L.) - bilingual education and E.S.L. programs shall be taught in the public schools only for the purpose of assisting the learning ability of limited English proficiency students and to enhance the English language.

* 2) Honors/Gifted and Talented (G & T) - these programs are geared to students who, by virtue of outstanding mental abilities, are capable of high performance. Students may demonstrate above-average achievement or potential in such areas as general intellectual ability, specific subject matter aptitude, ability in creative and productive thinking and leadership, ability in the visual and performing arts, and psychomotor ability These students require educational experiences beyond those normally provided by the regular school program.

3) Special Education - This program serves students with existing handicapping conditions which require them to receive special services. They go through a referral process for a diagnostic assessment leading to initial placement by an Admissions, Review and Dismissal (ARD) Committee.

* 4) Remedial and Compensatory - Students in the applicable grade levels who fail to master any section of the Texas Assessment of Academic Skills (TAAS) shall receive appropriate remediation or compensatory instruction in that subject area unless an analysis of all other assessment data strongly indicates otherwise. Students who score below a district-determined level on specified sections of achievement tests; who consistently receive grades lower than 70 in the basic core areas, or who, based on teacher analysis, have not mastered the appropriate essential elements for those subject areas shall be considered for remedial or compensatory instruction.

5) Chapter 1 Regular/Migrant - These are federally funded programs which offer remedial courses to economically disadvantaged and/or migrant students.

6) Help One Student to Succeed (HOSTS) - This is a tutorial program administered by school personnel and conducted by volunteers from the community.

Individual remediation and tutoring are provided.

7) At-Risk Programs - These programs are provided for identified "at-risk" students in order to promote academic success, prevent school failure, and address personal and social adjustment needs. Some of these programs include: counseling, cooperative learning, individualized instruction, varied learning styles, pacing, smaller class sizes, support services for teenage parents, vocational programs, and tutoring.

8) TAAS Remediation Courses - Many school districts in Texas offer these courses to high school students who have not mastered the Exit-Level TAAS.

9) Computer Assisted Instruction - A computer lab provides individualized programmed instruction to students needing Math, Reading, and Language Skills remediation.

Please consult with your local school districts for other types of programs that might be available in your school system.

* Information taken from House Bill 72.

CHAPTER VI:
UTILIZATION OF MSRTS REPORTS

CHAPTER VI

THE EFFECTIVE UTILIZATION OF THE MSRTS REPORTS

This chapter will explain, as simply as possible, the purpose and operation of the Migrant Student Record Transfer System (MSRTS), and the way school staff can access and use the MSRTS information in meeting the special needs of the migratory secondary student. The success of the MSRTS relies totally on the full participation and commitment of all local school personnel in addition to personnel at the regional and state levels to ensure timely receipt of records and necessary updating. The need for schools to communicate quickly with other schools nationwide necessitated the creation of a computerized record keeping system for migrant students. The following information can be found in the Interstate Secondary Credit Accrual and Acceptance Manual, 1989 edition.

PURPOSE OF THE MSRTS

The Migrant Student Record Transfer System (MSRTS) is a national computerized information network which maintains and transfers educational and health data for the nation's migrant children. Its purpose is to assist educators by promoting educational continuity through the exchange of educational and health data needed to provide services to students who are shared by the states. The MSRTS was created to document the kinds of educational and health services provided to migrant children, regardless of the number of schools they attend from one state to another. The student cumulative folder, which usually follows most students from one school to another, does not always follow the migrant child or arrive in time to be of use to school personnel serving the migrant student.

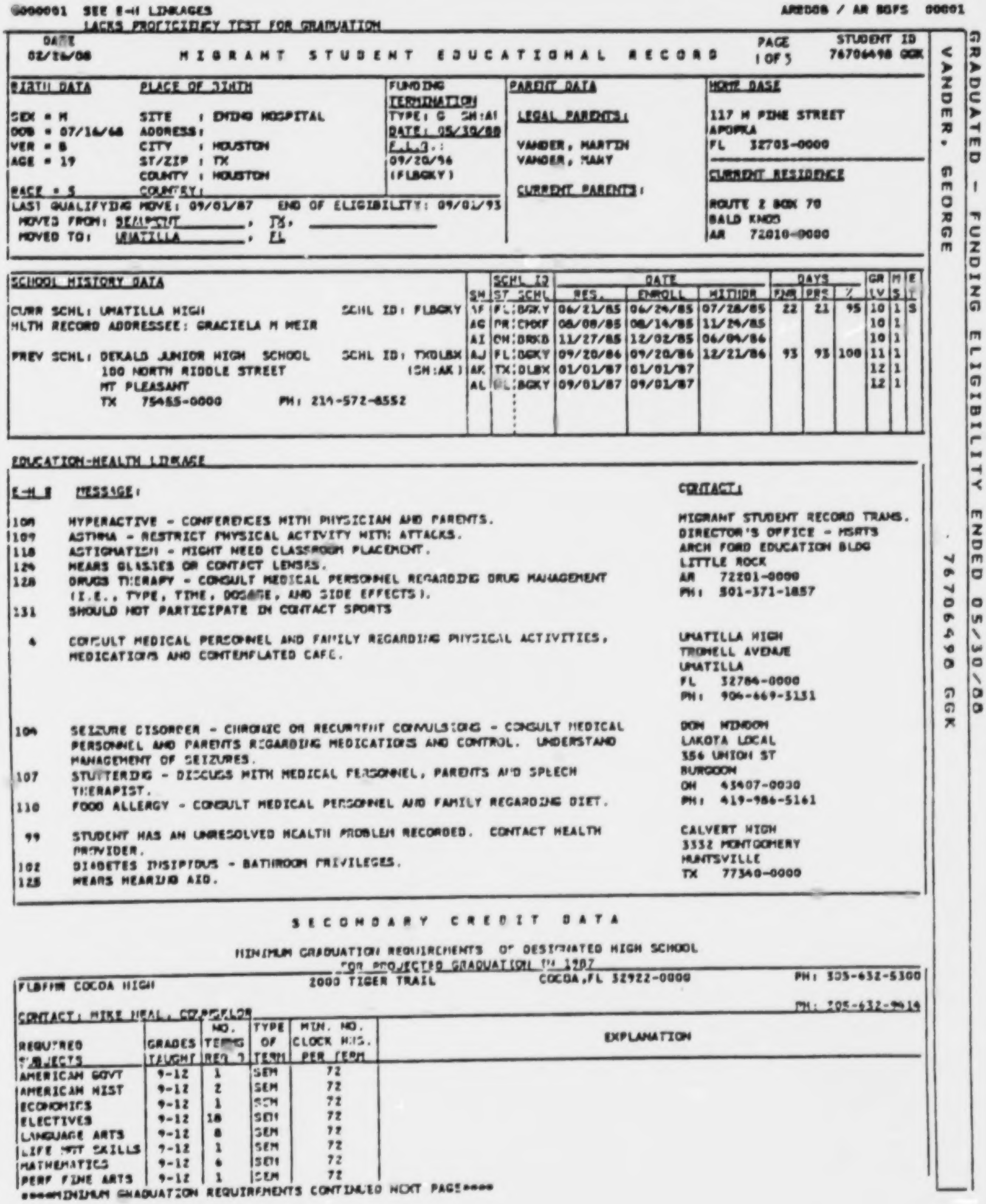
Teachers and counselors are not always aware of the programs and classes in which migrant children have been enrolled, or the skills they have acquired from one school to the next. Migrant students may not have with them the immunization records necessary to allow them to enter school. Therefore, health services are often unnecessarily duplicated. Because the lifestyle of migrant students may differ from those of non-mobile students, and their school enrollment patterns may be irregular, it is essential that instructional and placement staff make rapid as well as accurate decisions regarding academic placement to maximize the time the students spend in school. School health personnel, too, often face the dilemma of providing immediate and necessary (sometimes life-saving) follow-up services to migrant children with serious health problems. The data included in the MSRTS Edcuational and Health Records are offered as one of the tools in a school's repertoire of strategies to meet the instructional and health needs of the migrant student.

HISTORY OF THE MSRTS

Originally, the MSRTS began as a manual system for exchanging information on migrant students shared by the states. The system grew rapidly, nearly tripling in enrollments during its first year. This growth created two immediate needs: 1) a quicker way to tranfer information, and 2) more data on students enrolled, including a health record. By the end of 1981, an automated recording system stretched across the nation into almost every state, and included a new health record. In 1975, the MSRTS was joined by the Commonwealth of Puerto Rico and changes in federal regulations permitted the inclusion of eligible migratory fisherman and five-year formerly migratory students in the data base. According to the MSRTS Student Distribution Summary Report (February, 1989), there were

566,468 migrant students entered into the MSRTS data bank during 1988. Ten years after the system began, a common language for recording educational information was created for all states to use, making the exchange of educational information consistent throughout the country. The MSRTS Educational and Health Records in use today (Figures III-1 and III-2) reflect changes that have been incorporated as a result of two massive revisions done since its inception, the last of which was completed in 1983. The National Association of State Directors of Migrant Education (NASDME) overseas the activities of and responds to recommendations by the National MSRTS Committee regarding change needed in the overall system and, specifically, in the educational and health records. This process provides each state a continuing opportunity for input regarding the content, format , and operation of the MSRTS.

Figure III-1
SAMPLE MSRTS EDUCATIONAL RECORD



G000001 SEE E-H LINKAGES
LACKS PROFICIENCY TEST FOR GRADUATION

AREDOB / AR BGFS 00001

DATE 02/26/08 M I G R A N T S T U D E N T E D U C A T I O N A L R E C O R D PAGE 1 OF 5 STUDENT ID 76706498 GGK

VANDER, GEORGE 76706498 GGK

GRADUATED - FUNDING ELIGIBILITY ENDED 05/30/88

BIRTH DATA
SEX = M
DOB = 07/16/68
VER = B
AGE = 19
RACE = S

PLACE OF BIRTH
SITE : EWING HOSPITAL
ADDRESS:
CITY : HOUSTON
ST/ZIP : TX
COUNTY : HOUSTON
COUNTRY:

FUNDING TERMINATION
TYPE: G SH:AI
DATE: 05/30/88
F.L.G.:
09/20/96
(FLBGKY)

PARENT DATA
LEGAL PARENTS:
VANDER, MARTIN
VANDER, MARY
CURRENT PARENTS:

HOME BASE
117 N PINE STREET
APOPKA
FL 32703-0000

CURRENT RESIDENCE
ROUTE 2 BOX 70
BALD KNOB
AR 72010-0000

LAST QUALIFYING MOVE: 09/01/87 END OF ELIGIBILITY: 09/01/93
MOVED FROM: BEAUMONT, TX,
MOVED TO: UMATILLA, FL

SCHOOL HISTORY DATA

CURR SCHL: UMATILLA HIGH SCHL ID: FLBGKY
HLTH RECORD ADDRESSEE: GRACIELA M MEIR

PREV SCHL: DEKALB JUNIOR HIGH SCHOOL SCHL ID: TXDLBX
100 NORTH RIDDLE STREET (SH:AK)
MT PLEASANT
TX 75455-0000 PH: 214-572-8552

SH	SCHL ID ST:SCHL	DATE RES.	DATE ENROLL	DATE WITHDR	DAYS ENR	DAYS PRS	DAYS %	GR LV	M S	E T
AF	FL:BGKY	06/21/85	06/24/85	07/28/85	22	21	95	10	1	S
AG	PR:CHKF	08/08/85	08/14/85	11/24/85				10	1	
AI	OH:DRKD	11/27/85	12/02/85	06/04/86				10	1	
AJ	FL:BGKY	09/20/86	09/20/86	12/21/86	93	93	100	11	1	
AK	TX:DLBX	01/01/87	01/01/87					12	1	
AL	FL:BGKY	09/01/87	09/01/87					12	1	

EDUCATION-HEALTH LINKAGE

E-H #	MESSAGE:	CONTACT:
108	HYPERACTIVE - CONFERENCES WITH PHYSICIAN AND PARENTS.	MIGRANT STUDENT RECORD TRANS. DIRECTOR'S OFFICE - MSRTS ARCH FORD EDUCATION BLDG LITTLE ROCK AR 72201-0000 PH: 501-371-1857
109	ASTHMA - RESTRICT PHYSICAL ACTIVITY WITH ATTACKS.	
118	ASTIGMATISM - MIGHT NEED CLASSROOM PLACEMENT.	
124	WEARS GLASSES OR CONTACT LENSES.	
128	DRUGS THERAPY - CONSULT MEDICAL PERSONNEL REGARDING DRUG MANAGEMENT (I.E., TYPE, TIME, DOSAGE, AND SIDE EFFECTS).	
131	SHOULD NOT PARTICIPATE IN CONTACT SPORTS	
4	CONSULT MEDICAL PERSONNEL AND FAMILY REGARDING PHYSICAL ACTIVITIES, MEDICATIONS AND CONTEMPLATED CARE.	UMATILLA HIGH TROWELL AVENUE UMATILLA FL 32784-0000 PH: 904-669-3131
104	SEIZURE DISORDER - CHRONIC OR RECURRENT CONVULSIONS - CONSULT MEDICAL PERSONNEL AND PARENTS REGARDING MEDICATIONS AND CONTROL. UNDERSTAND MANAGEMENT OF SEIZURES.	DON WINDOM LAKOTA LOCAL 356 UNION ST BURGOON OH 43407-0030 PH: 419-986-5161
107	STUTTERING - DISCUSS WITH MEDICAL PERSONNEL, PARENTS AND SPEECH THERAPIST.	
110	FOOD ALLERGY - CONSULT MEDICAL PERSONNEL AND FAMILY REGARDING DIET.	
99	STUDENT HAS AN UNRESOLVED HEALTH PROBLEM RECORDED. CONTACT HEALTH PROVIDER.	CALVERT HIGH 3332 MONTGOMERY HUNTSVILLE TX 77340-0000
102	DIABETES INSIPIDUS - BATHROOM PRIVILEGES.	
125	WEARS HEARING AID.	

S E C O N D A R Y C R E D I T D A T A

MINIMUM GRADUATION REQUIREMENTS OF DESIGNATED HIGH SCHOOL
FOR PROJECTED GRADUATION IN 1987

FLBFHM COCOA HIGH 2000 TIGER TRAIL COCOA,FL 32922-0000 PH: 305-632-5300

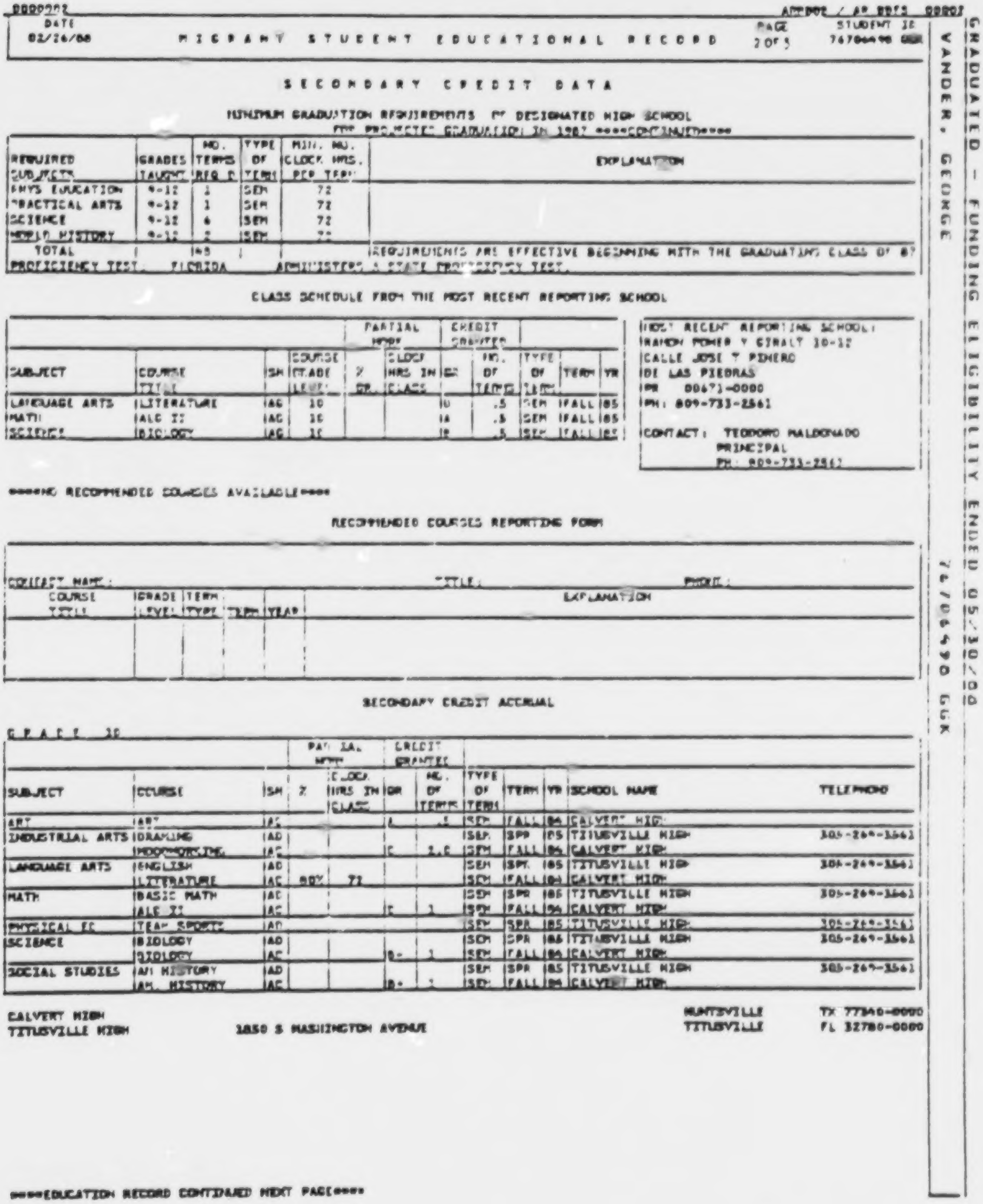
CONTACT: MIKE NEAL, COUNSELOR PH: 305-632-9614

REQUIRED SUBJECTS	GRADES TAUGHT	NO. TERMS REQ'D	TYPE OF TERM	MIN. NO. CLOCK HRS. PER TERM	EXPLANATION
AMERICAN GOVT	9-12	1	SEM	72	
AMERICAN HIST	9-12	2	SEM	72	
ECONOMICS	9-12	1	SEM	72	
ELECTIVES	9-12	18	SEM	72	
LANGUAGE ARTS	9-12	8	SEM	72	
LIFE MGT SKILLS	9-12	1	SEM	72	
MATHEMATICS	9-12	6	SEM	72	
PERF FINE ARTS	9-12	1	SEM	72	

****MINIMUM GRADUATION REQUIREMENTS CONTINUED NEXT PAGE****

Figure III-1 (cont.)

SAMPLE MSRTS EDUCATIONAL RECORD



0000002 APPD02 / AP 0071 00002

DATE 02/26/88 MIGRANT STUDENT EDUCATIONAL RECORD PAGE 2 OF 3 STUDENT ID 76706490 GGK

GRADUATED — FUNDING ELIGIBILITY ENDED 05/30/88

VANDER, GEORGE 76706490 GGK

SECONDARY CREDIT DATA

MINIMUM GRADUATION REQUIREMENTS OF DESIGNATED HIGH SCHOOL
FOR PROJECTED GRADUATION IN 1987 ****CONTINUED****

REQUIRED SUBJECTS	GRADES TAUGHT	NO. TERMS REQ D	TYPE OF TERM	MIN. NO. CLOCK HRS. PER TERM	EXPLANATION
PHYS EDUCATION	9-12	1	SEM	72	
PRACTICAL ARTS	9-12	1	SEM	72	
SCIENCE	9-12	6	SEM	72	
WORLD HISTORY	9-12	2	SEM	72	
TOTAL		48			REQUIREMENTS ARE EFFECTIVE BEGINNING WITH THE GRADUATING CLASS OF 87

PROFICIENCY TEST: FLORIDA ADMINISTERS A STATE PROFICIENCY TEST.

CLASS SCHEDULE FROM THE MOST RECENT REPORTING SCHOOL

				PARTIAL WORK		CREDIT GRANTED				
SUBJECT	COURSE TITLE	SH	COURSE GRADE LEVEL	% GR.	CLOCK HRS IN CLASS	GR	NO. OF TERMS	TYPE OF TERM	TERM	YR
LANGUAGE ARTS	LITERATURE	AC	10			D	.5	SEM	FALL	85
MATH	ALG II	AC	10			A	.5	SEM	FALL	85
SCIENCE	BIOLOGY	AC	10			B	.5	SEM	FALL	85

MOST RECENT REPORTING SCHOOL:
RAMON POWER Y GIRALT 10-12
CALLE JOSE T PINERO
DE LAS PIEDRAS
PR 00671-0000
PH: 809-733-2561

CONTACT: TEODORO MALDONADO
PRINCIPAL
PH: 809-733-2561

*****NO RECOMMENDED COURSES AVAILABLE*****

RECOMMENDED COURSES REPORTING FORM

CONTACT NAME: TITLE: PHONE:

COURSE TITLE	GRADE LEVEL	TERM TYPE	TERM	YEAR	EXPLANATION

SECONDARY CREDIT ACCRUAL

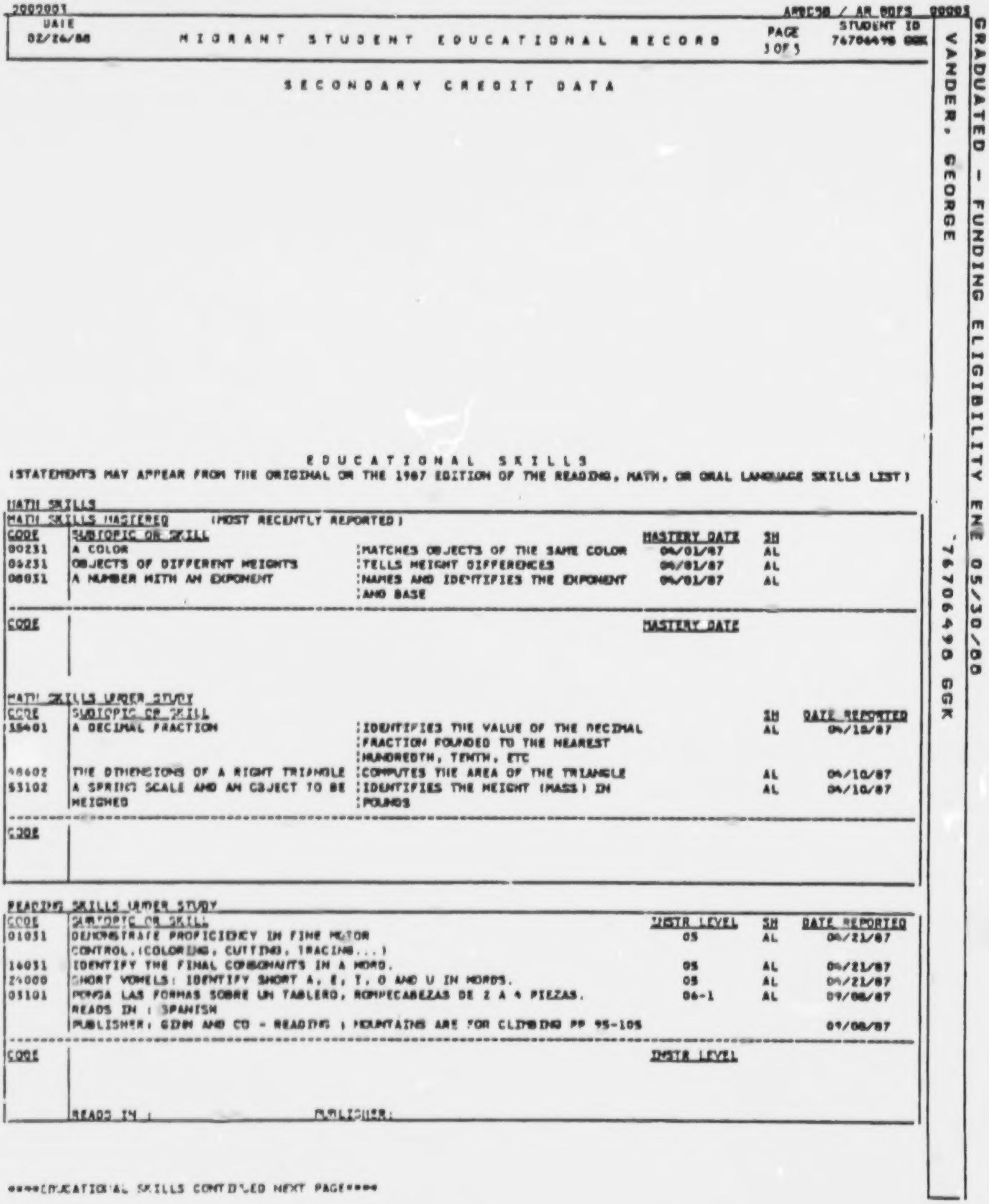
GRADE 10

			PARTIAL WORK		CREDIT GRANTED						
SUBJECT	COURSE	SH	%	CLOCK HRS IN CLASS	GR	NO. OF TERMS	TYPE OF TERM	TERM	YR	SCHOOL NAME	TELEPHONE
ART	ART	AC			A	.5	SEM	FALL	84	CALVERT HIGH	
INDUSTRIAL ARTS	DRAFTING	AD					SEM	SPR	85	TITUSVILLE HIGH	305-269-3561
	WOODWORKING	AC			C	1.0	SEM	FALL	84	CALVERT HIGH	
LANGUAGE ARTS	ENGLISH	AD					SEM	SPR	85	TITUSVILLE HIGH	305-269-3561
	LITERATURE	AC	80%	72			SEM	FALL	84	CALVERT HIGH	
MATH	BASIC MATH	AD					SEM	SPR	85	TITUSVILLE HIGH	305-269-3561
	ALG II	AC			C	1	SEM	FALL	84	CALVERT HIGH	
PHYSICAL ED	TEAM SPORTS	AD					SEM	SPR	85	TITUSVILLE HIGH	305-269-3561
SCIENCE	BIOLOGY	AD					SEM	SPR	85	TITUSVILLE HIGH	305-269-3561
	BIOLOGY	AC			B-	1	SEM	FALL	84	CALVERT HIGH	
SOCIAL STUDIES	AM HISTORY	AD					SEM	SPR	85	TITUSVILLE HIGH	305-269-3561
	AM. HISTORY	AC			B+	1	SEM	FALL	84	CALVERT HIGH	

CALVERT HIGH HUNTSVILLE TX 77340-0000
TITUSVILLE HIGH 1850 S WASHINGTON AVENUE TITUSVILLE FL 32780-0000

****EDUCATION RECORD CONTINUED NEXT PAGE****

Figure III-1 (cont.)
SAMPLE MSRTS EDUCATIONAL RECORD



```
2002003                                                                             ARDC50 / AR 80FS  00003
   DATE                                                                       PAGE      STUDENT ID
 02/26/88        M I G R A N T   S T U D E N T   E D U C A T I O N A L   R E C O R D   3 OF 3    76706498 GGK

                         S E C O N D A R Y   C R E D I T   D A T A




                              E D U C A T I O N A L   S K I L L S
(STATEMENTS MAY APPEAR FROM THE ORIGINAL OR THE 1987 EDITION OF THE READING, MATH, OR ORAL LANGUAGE SKILLS LIST)

MATH SKILLS
MATH SKILLS MASTERED       (MOST RECENTLY REPORTED)
CODE     SUBTOPIC OR SKILL                                                          MASTERY DATE   SH
00231    A COLOR                              :MATCHES OBJECTS OF THE SAME COLOR       04/01/87    AL
05231    OBJECTS OF DIFFERENT HEIGHTS         :TELLS HEIGHT DIFFERENCES                04/01/87    AL
08031    A NUMBER WITH AN EXPONENT            :NAMES AND IDENTIFIES THE EXPONENT       04/01/87    AL
                                              :AND BASE
-----------------------------------------------------------------------------------------------------
CODE                                                                                MASTERY DATE



MATH SKILLS UNDER STUDY
CODE     SUBTOPIC OR SKILL                                                                 SH   DATE REPORTED
35401    A DECIMAL FRACTION                   :IDENTIFIES THE VALUE OF THE DECIMAL         AL      04/10/87
                                              :FRACTION ROUNDED TO THE NEAREST
                                              :HUNDREDTH, TENTH, ETC
48602    THE DIMENSIONS OF A RIGHT TRIANGLE   :COMPUTES THE AREA OF THE TRIANGLE           AL      04/10/87
53102    A SPRING SCALE AND AN OBJECT TO BE   :IDENTIFIES THE WEIGHT (MASS) IN             AL      04/10/87
         WEIGHED                              :POUNDS
-----------------------------------------------------------------------------------------------------
CODE




READING SKILLS UNDER STUDY
CODE     SUBTOPIC OR SKILL                                                  INSTR LEVEL    SH   DATE REPORTED
01031    DEMONSTRATE PROFICIENCY IN FINE MOTOR                                  05         AL      04/21/87
         CONTROL.(COLORING, CUTTING, TRACING...)
16031    IDENTIFY THE FINAL CONSONANTS IN A WORD.                               05         AL      04/21/87
24000    SHORT VOWELS: IDENTIFY SHORT A, E, I, O AND U IN WORDS.                05         AL      04/21/87
03101    PONGA LAS FORMAS SOBRE UN TABLERO, ROMPECABEZAS DE 2 A 4 PIEZAS.       06-1       AL      09/08/87
         READS IN : SPANISH
         PUBLISHER: GINN AND CO - READING ; MOUNTAINS ARE FOR CLIMBING PP 95-105              09/08/87
-----------------------------------------------------------------------------------------------------
CODE                                                                INSTR LEVEL



         READS IN :                  PUBLISHER:

****EDUCATIONAL SKILLS CONTINUED NEXT PAGE****
```

GRADUATED - FUNDING ELIGIBILITY ENE 05/30/88

VANDER, GEORGE

76706498 GGK

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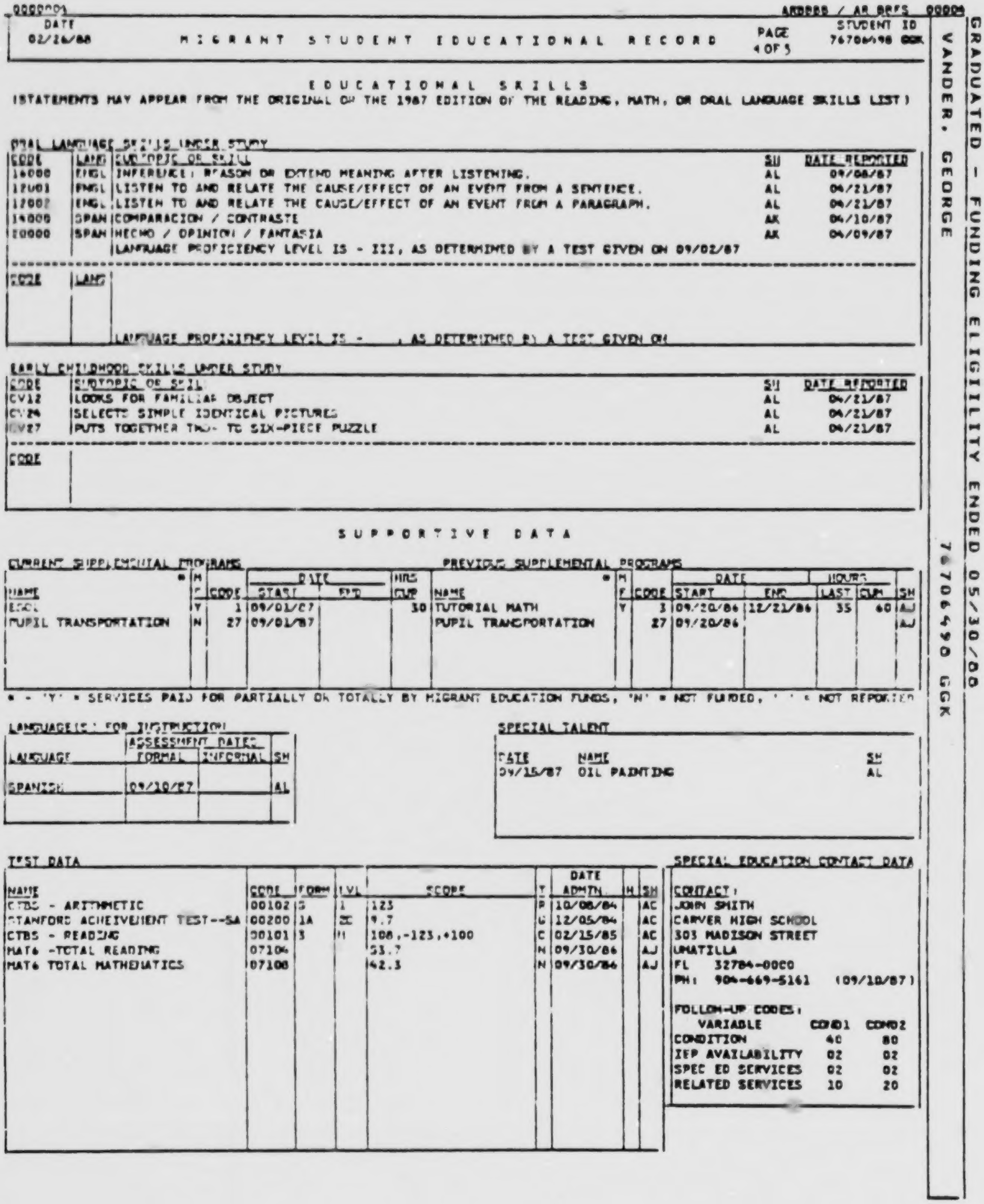
Figure III-1 (cont.)
SAMPLE MSRTS EDUCATIONAL RECORD



0000001 AR0088 / AR 88FS 00004

DATE 02/26/88 MIGRANT STUDENT EDUCATIONAL RECORD PAGE 4 OF 5 STUDENT ID 76706490 GGK

VANDER, GEORGE

GRADUATED - FUNDING ELIGIBILITY ENDED 05/30/88

76706490 GGK

EDUCATIONAL SKILLS
(STATEMENTS MAY APPEAR FROM THE ORIGINAL OR THE 1987 EDITION OF THE READING, MATH, OR ORAL LANGUAGE SKILLS LIST)

ORAL LANGUAGE SKILLS UNDER STUDY

CODE	LANG	SUBTOPIC OR SKILL	SH	DATE REPORTED
16000	ENGL	INFERENCE: REASON OR EXTEND MEANING AFTER LISTENING.	AL	09/08/87
12U01	ENGL	LISTEN TO AND RELATE THE CAUSE/EFFECT OF AN EVENT FROM A SENTENCE.	AL	04/21/87
12002	ENGL	LISTEN TO AND RELATE THE CAUSE/EFFECT OF AN EVENT FROM A PARAGRAPH.	AL	04/21/87
14000	SPAN	COMPARACION / CONTRASTE	AK	04/10/87
20000	SPAN	HECHO / OPINION / FANTASIA	AK	04/09/87
		LANGUAGE PROFICIENCY LEVEL IS - III, AS DETERMINED BY A TEST GIVEN ON 09/02/87		

CODE	LANG	
		LANGUAGE PROFICIENCY LEVEL IS - , AS DETERMINED BY A TEST GIVEN ON

EARLY CHILDHOOD SKILLS UNDER STUDY

CODE	SUBTOPIC OR SKILL	SH	DATE REPORTED
CV12	LOOKS FOR FAMILIAR OBJECT	AL	04/21/87
CV24	SELECTS SIMPLE IDENTICAL PICTURES	AL	04/21/87
CV27	PUTS TOGETHER TWO- TO SIX-PIECE PUZZLE	AL	04/21/87

CODE	

SUPPORTIVE DATA

CURRENT SUPPLEMENTAL PROGRAMS

NAME	* M F	CODE	DATE START	DATE END	HRS CUM
ESOL	Y	1	09/01/87		30
PUPIL TRANSPORTATION	N	27	09/01/87		

PREVIOUS SUPPLEMENTAL PROGRAMS

NAME	* M F	CODE	DATE START	DATE END	HOURS LAST	HOURS CUM	SH
TUTORIAL MATH	Y	3	09/20/86	12/21/86	35	60	AJ
PUPIL TRANSPORTATION		27	09/20/86				AJ

* - 'Y' = SERVICES PAID FOR PARTIALLY OR TOTALLY BY MIGRANT EDUCATION FUNDS, 'N' = NOT FUNDED, ' ' = NOT REPORTED

LANGUAGE(S) FOR INSTRUCTION

LANGUAGE	ASSESSMENT DATES FORMAL	ASSESSMENT DATES INFORMAL	SH
SPANISH	09/10/87		AL

SPECIAL TALENT

DATE	NAME	SH
09/15/87	OIL PAINTING	AL

TEST DATA

NAME	CODE	FORM	LVL	SCORE	T	DATE ADMIN.	H	SH
CTBS - ARITHMETIC	00102	S	1	123	P	10/08/84		AC
STANFORD ACHEIVEMENT TEST--SA	00200	1A	II	9.7	G	12/05/84		AC
CTBS - READING	00101	3	H	108,-123,+100	C	02/15/85		AC
MAT6 -TOTAL READING	07104			53.7	N	09/30/86		AJ
MAT6 TOTAL MATHEMATICS	07108			42.3	N	09/30/86		AJ

SPECIAL EDUCATION CONTACT DATA

CONTACT:
JOHN SMITH
CARVER HIGH SCHOOL
303 MADISON STREET
UMATILLA
FL 32784-0000
PH: 904-669-5161 (09/10/87)

FOLLOW-UP CODES:

VARIABLE	COND1	COND2
CONDITION	40	80
IEP AVAILABILITY	02	02
SPEC ED SERVICES	02	02
RELATED SERVICES	10	20

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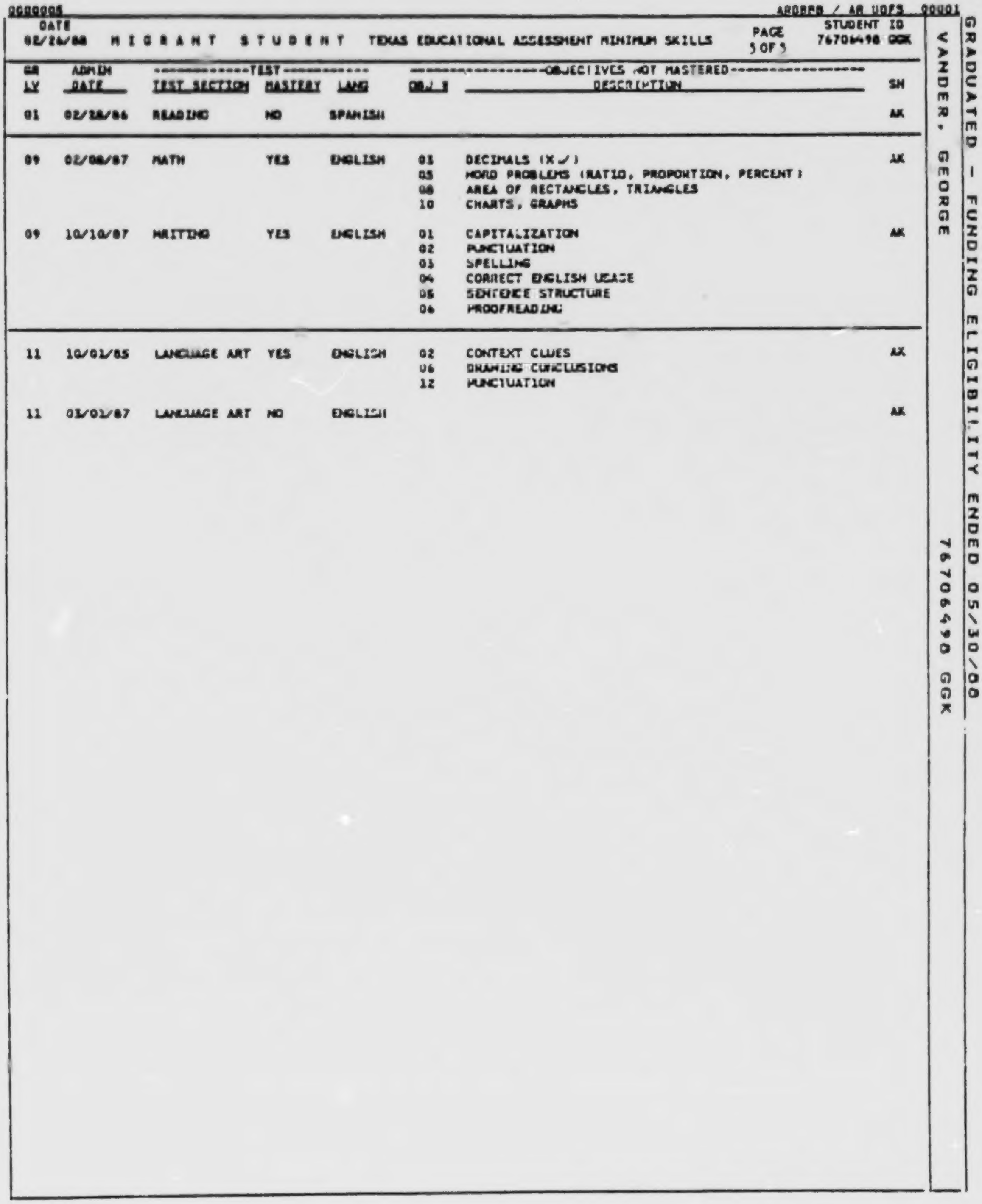
Figure III-1 (cont.)
SAMPLE MSRTS EDUCATIONAL RECORD



```
0000005                                                                                 ARDBPB / AR UDFS  00001
   DATE                                                                                 STUDENT ID
02/26/88   M I G R A N T   S T U D E N T   TEXAS EDUCATIONAL ASSESSMENT MINIMUM SKILLS   PAGE   76706498 GGK
                                                                                         5 OF 5
GR    ADMIN      -------------TEST------------    --------------------OBJECTIVES NOT MASTERED-------------------
LV    DATE       TEST SECTION  MASTERY  LANG      OBJ #  DESCRIPTION                                          SH

01    02/28/86   READING       NO       SPANISH                                                               AK

09    02/08/87   MATH          YES      ENGLISH   03     DECIMALS (X/)                                        AK
                                                  05     WORD PROBLEMS (RATIO, PROPORTION, PERCENT)
                                                  08     AREA OF RECTANGLES, TRIANGLES
                                                  10     CHARTS, GRAPHS

09    10/10/87   WRITING       YES      ENGLISH   01     CAPITALIZATION                                       AK
                                                  02     PUNCTUATION
                                                  03     SPELLING
                                                  04     CORRECT ENGLISH USAGE
                                                  05     SENTENCE STRUCTURE
                                                  06     PROOFREADING

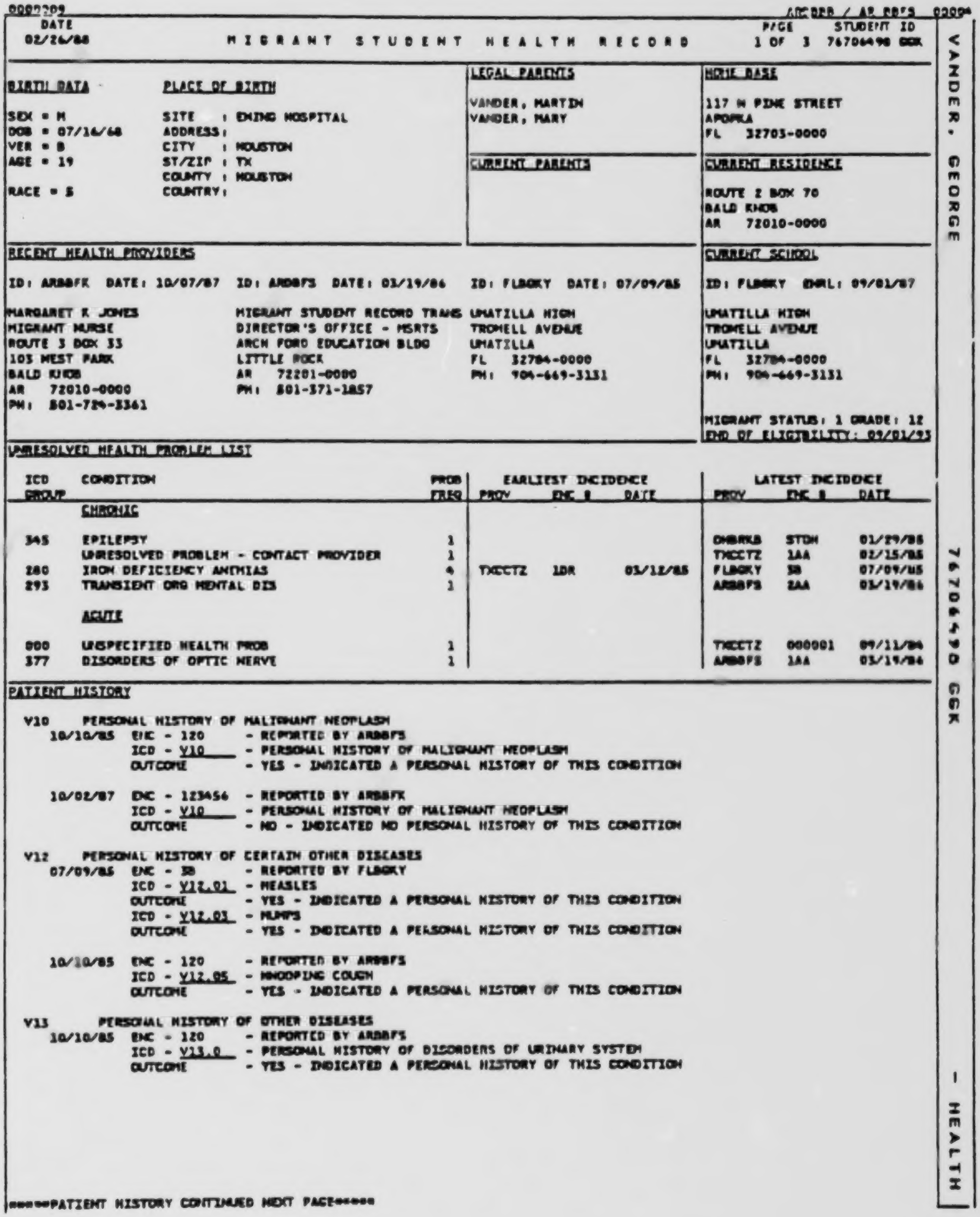
11    10/01/85   LANGUAGE ART  YES      ENGLISH   02     CONTEXT CLUES                                        AK
                                                  06     DRAWING CONCLUSIONS
                                                  12     PUNCTUATION

11    03/01/87   LANGUAGE ART  NO       ENGLISH                                                               AK
```

VANDER, GEORGE   76706498 GGK

GRADUATED – FUNDING ELIGIBILITY ENDED 05/30/88

Figure III-2
SAMPLE MSRTS HEALTH RECORD



```
0002209                                                                          ARCBPB / AR BBFS  0200
 DATE                                                                          PAGE    STUDENT ID
02/26/88              M I G R A N T   S T U D E N T   H E A L T H   R E C O R D      1 OF  3  76706490 GGK

BIRTH DATA        PLACE OF BIRTH                        LEGAL PARENTS             HOME BASE

SEX = M           SITE    : EWING HOSPITAL              VANDER, MARTIN            117 W PINE STREET
DOB = 07/16/68    ADDRESS:                              VANDER, MARY              APOPKA
VER = B           CITY    : HOUSTON                                               FL   32703-0000
AGE = 19          ST/ZIP  : TX                          CURRENT PARENTS           CURRENT RESIDENCE
                  COUNTY  : HOUSTON
RACE = 5          COUNTRY:                                                        ROUTE 2 BOX 70
                                                                                  BALD KNOB
                                                                                  AR   72010-0000

RECENT HEALTH PROVIDERS                                                           CURRENT SCHOOL

ID: ARBBFK  DATE: 10/07/87  ID: ARBBFS  DATE: 03/19/86   ID: FLBGKY  DATE: 07/09/85  ID: FLBGKY  ENRL: 09/01/87

MARGARET K JONES           MIGRANT STUDENT RECORD TRANS UMATILLA HIGH             UMATILLA HIGH
MIGRANT NURSE              DIRECTOR'S OFFICE - MSRTS    TROWELL AVENUE            TROWELL AVENUE
ROUTE 3 BOX 33             ARCH FORD EDUCATION BLDG     UMATILLA                  UMATILLA
103 WEST PARK              LITTLE ROCK                  FL   32784-0000           FL   32784-0000
BALD KNOB                  AR   72201-0000              PH:  904-669-3131         PH:  904-669-3131
AR   72010-0000            PH:  501-371-1857
PH:  501-724-3361
                                                                                  MIGRANT STATUS: 1 GRADE: 12
                                                                                  END OF ELIGIBILITY: 09/01/93
UNRESOLVED HEALTH PROBLEM LIST

 ICD    CONDITION                                PROB |  EARLIEST INCIDENCE        |   LATEST INCIDENCE
 GROUP                                           FREQ | PROV    ENC #     DATE     | PROV     ENC #    DATE
        CHRONIC

 345    EPILEPSY                                   1  |                            | OHBRKB   STDH     01/29/85
        UNRESOLVED PROBLEM - CONTACT PROVIDER      1  |                            | TXCCTZ   1AA      02/15/85
 280    IRON DEFICIENCY ANEMIAS                    4  | TXCCTZ  1DR       03/12/85 | FLBGKY   3B       07/09/85
 293    TRANSIENT ORG MENTAL DIS                   1  |                            | ARBBFS   2AA      03/19/86

        ACUTE

 000    UNSPECIFIED HEALTH PROB                    1  |                            | TXCCTZ   000001   09/11/84
 377    DISORDERS OF OPTIC NERVE                   1  |                            | ARBBFS   1AA      03/19/86

PATIENT HISTORY

  V10    PERSONAL HISTORY OF MALIGNANT NEOPLASM
    10/10/85  ENC - 120      - REPORTED BY ARBBFS
              ICD - V10      - PERSONAL HISTORY OF MALIGNANT NEOPLASM
              OUTCOME        - YES - INDICATED A PERSONAL HISTORY OF THIS CONDITION

    10/02/87  ENC - 123456   - REPORTED BY ARBBFK
              ICD - V10      - PERSONAL HISTORY OF MALIGNANT NEOPLASM
              OUTCOME        - NO - INDICATED NO PERSONAL HISTORY OF THIS CONDITION

  V12    PERSONAL HISTORY OF CERTAIN OTHER DISEASES
    07/09/85  ENC - 3B       - REPORTED BY FLBGKY
              ICD - V12.01   - MEASLES
              OUTCOME        - YES - INDICATED A PERSONAL HISTORY OF THIS CONDITION
              ICD - V12.03   - MUMPS
              OUTCOME        - YES - INDICATED A PERSONAL HISTORY OF THIS CONDITION

    10/10/85  ENC - 120      - REPORTED BY ARBBFS
              ICD - V12.05   - WHOOPING COUGH
              OUTCOME        - YES - INDICATED A PERSONAL HISTORY OF THIS CONDITION

  V13      PERSONAL HISTORY OF OTHER DISEASES
    10/10/85  ENC - 120      - REPORTED BY ARBBFS
              ICD - V13.0    - PERSONAL HISTORY OF DISORDERS OF URINARY SYSTEM
              OUTCOME        - YES - INDICATED A PERSONAL HISTORY OF THIS CONDITION




*****PATIENT HISTORY CONTINUED NEXT PAGE*****
```

VANDER, GEORGE 76706490 GGK - HEALTH

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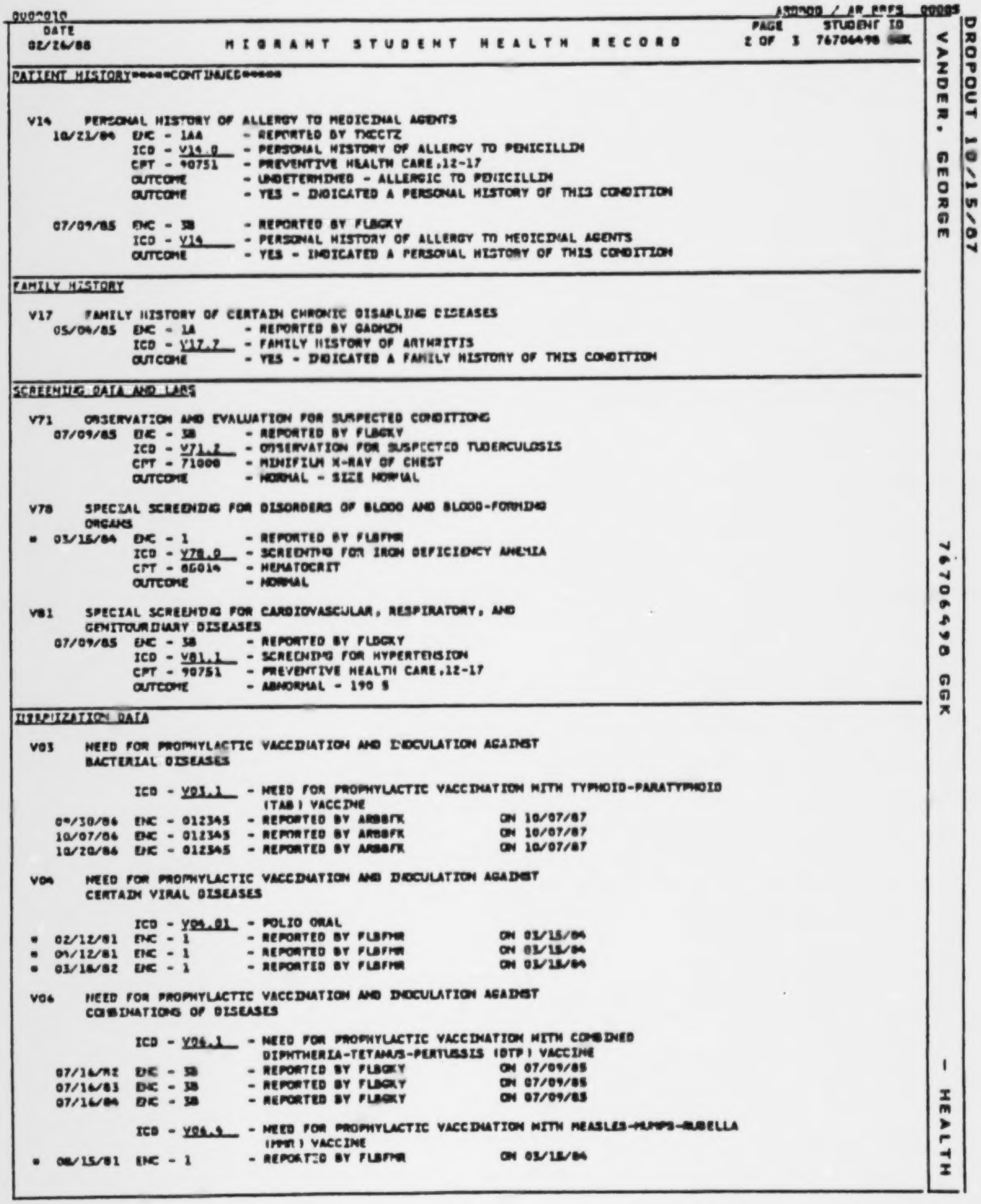
Figure III-2 (cont.)
SAMPLE MSRTS HEALTH RECORD



```
0U07010                                                                              ASDPDO / AR RPFS  00085
 DATE                                                                            PAGE      STUDENT ID
02/26/88              M I G R A N T   S T U D E N T   H E A L T H   R E C O R D   2 OF  3  76706498 GGK

PATIENT HISTORY*****CONTINUED*****

 V14    PERSONAL HISTORY OF ALLERGY TO MEDICINAL AGENTS
   10/21/84  ENC - 1AA       - REPORTED BY TXCCTZ
             ICD - V14.0     - PERSONAL HISTORY OF ALLERGY TO PENICILLIN
             CPT - 90751     - PREVENTIVE HEALTH CARE,12-17
             OUTCOME         - UNDETERMINED - ALLERGIC TO PENICILLIN
             OUTCOME         - YES - INDICATED A PERSONAL HISTORY OF THIS CONDITION

   07/09/85  ENC - 3B        - REPORTED BY FLBGKY
             ICD - V14       - PERSONAL HISTORY OF ALLERGY TO MEDICINAL AGENTS
             OUTCOME         - YES - INDICATED A PERSONAL HISTORY OF THIS CONDITION

FAMILY HISTORY

 V17    FAMILY HISTORY OF CERTAIN CHRONIC DISABLING DISEASES
   05/04/85  ENC - 1A        - REPORTED BY GADMZH
             ICD - V17.7     - FAMILY HISTORY OF ARTHRITIS
             OUTCOME         - YES - INDICATED A FAMILY HISTORY OF THIS CONDITION

SCREENING DATA AND LABS

 V71    OBSERVATION AND EVALUATION FOR SUSPECTED CONDITIONS
   07/09/85  ENC - 3B        - REPORTED BY FLBGKY
             ICD - V71.2     - OBSERVATION FOR SUSPECTED TUBERCULOSIS
             CPT - 71000     - MINIFILM X-RAY OF CHEST
             OUTCOME         - NORMAL - SIZE NORMAL

 V78    SPECIAL SCREENING FOR DISORDERS OF BLOOD AND BLOOD-FORMING
        ORGANS
 * 03/15/84  ENC - 1         - REPORTED BY FLBFMR
             ICD - V78.0     - SCREENING FOR IRON DEFICIENCY ANEMIA
             CPT - 85014     - HEMATOCRIT
             OUTCOME         - NORMAL

 V81    SPECIAL SCREENING FOR CARDIOVASCULAR, RESPIRATORY, AND
        GENITOURINARY DISEASES
   07/09/85  ENC - 3B        - REPORTED BY FLBGKY
             ICD - V81.1     - SCREENING FOR HYPERTENSION
             CPT - 90751     - PREVENTIVE HEALTH CARE,12-17
             OUTCOME         - ABNORMAL - 190 S

IMMUNIZATION DATA

 V03    NEED FOR PROPHYLACTIC VACCINATION AND INOCULATION AGAINST
        BACTERIAL DISEASES

             ICD - V03.1     - NEED FOR PROPHYLACTIC VACCINATION WITH TYPHOID-PARATYPHOID
                               (TAB) VACCINE
   09/30/86  ENC - 012345    - REPORTED BY ARBBFK              ON 10/07/87
   10/07/86  ENC - 012345    - REPORTED BY ARBBFK              ON 10/07/87
   10/20/86  ENC - 012345    - REPORTED BY ARBBFK              ON 10/07/87

 V04    NEED FOR PROPHYLACTIC VACCINATION AND INOCULATION AGAINST
        CERTAIN VIRAL DISEASES

             ICD - V04.01    - POLIO ORAL
 * 02/12/81  ENC - 1         - REPORTED BY FLBFMR              ON 03/15/84
 * 04/12/81  ENC - 1         - REPORTED BY FLBFMR              ON 03/15/84
 * 03/16/82  ENC - 1         - REPORTED BY FLBFMR              ON 03/15/84

 V06    NEED FOR PROPHYLACTIC VACCINATION AND INOCULATION AGAINST
        COMBINATIONS OF DISEASES

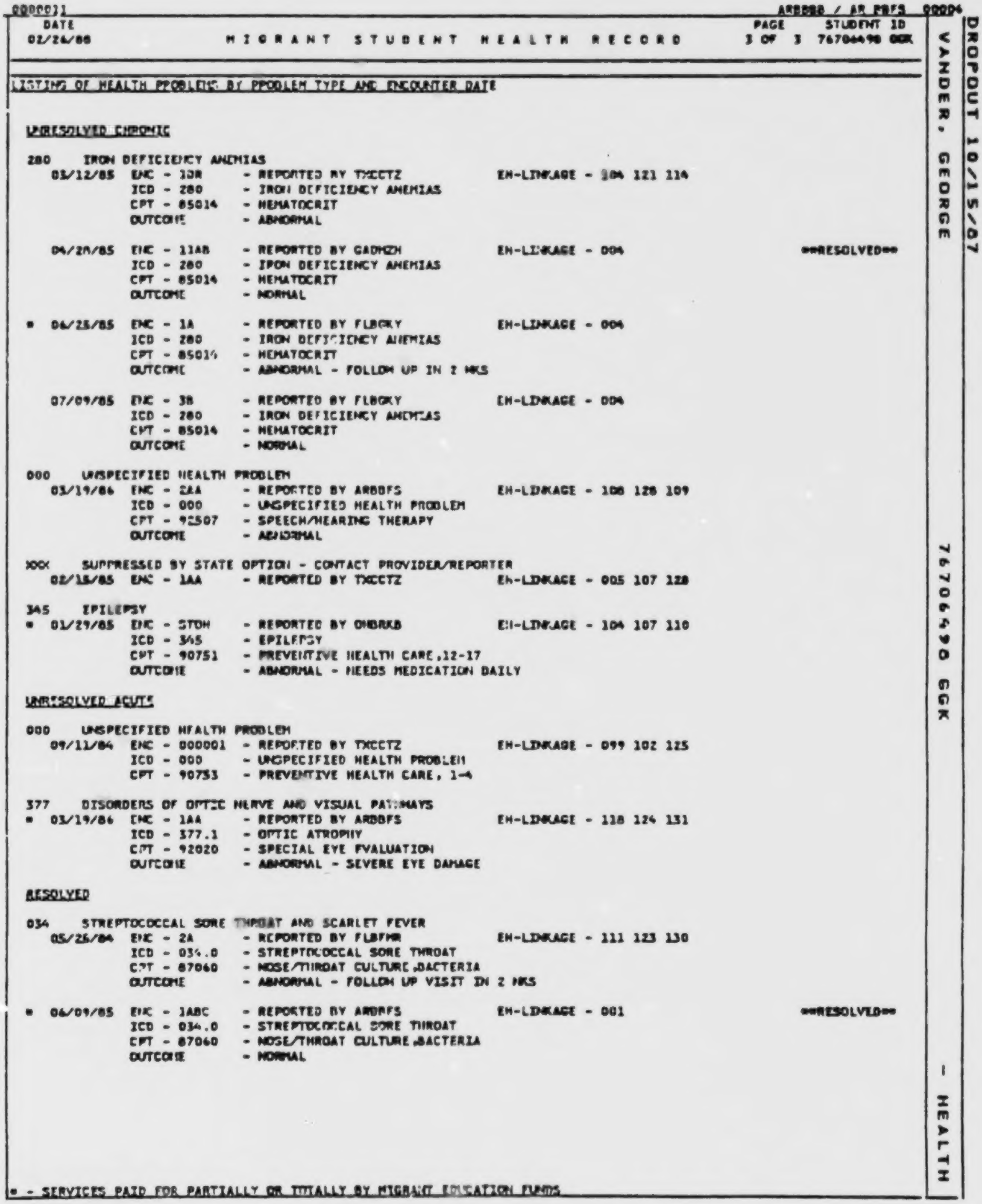
             ICD - V06.1     - NEED FOR PROPHYLACTIC VACCINATION WITH COMBINED
                               DIPHTHERIA-TETANUS-PERTUSSIS (DTP) VACCINE
   07/16/82  ENC - 3B        - REPORTED BY FLBGKY              ON 07/09/85
   07/16/83  ENC - 3B        - REPORTED BY FLBGKY              ON 07/09/85
   07/16/84  ENC - 3B        - REPORTED BY FLBGKY              ON 07/09/85

             ICD - V06.4     - NEED FOR PROPHYLACTIC VACCINATION WITH MEASLES-MUMPS-RUBELLA
                               (MMR) VACCINE
 * 06/15/81  ENC - 1         - REPORTED BY FLBFMR              ON 03/15/84
```

DROPOUT 10/15/87

VANDER, GEORGE 76706498 GGK - HEALTH

Figure III-2 (cont.)
SAMPLE MSRTS HEALTH RECORD



```
0000011                                                                              ARBDBB / AR PBFS  00004
 DATE                                                                          PAGE    STUDENT ID
 02/26/88                 M I G R A N T   S T U D E N T   H E A L T H   R E C O R D     3 OF  3  76706490 GGK

LISTING OF HEALTH PROBLEMS BY PROBLEM TYPE AND ENCOUNTER DATE

  UNRESOLVED CHRONIC

  280    IRON DEFICIENCY ANEMIAS
     03/12/85  ENC - 10R     - REPORTED BY TXCCTZ          EH-LINKAGE - 104 121 114
               ICD - 280     - IRON DEFICIENCY ANEMIAS
               CPT - 85014   - HEMATOCRIT
               OUTCOME       - ABNORMAL

     04/20/85  ENC - 11AB    - REPORTED BY GADMZH          EH-LINKAGE - 004                     **RESOLVED**
               ICD - 280     - IRON DEFICIENCY ANEMIAS
               CPT - 85014   - HEMATOCRIT
               OUTCOME       - NORMAL

  *  06/25/85  ENC - 1A      - REPORTED BY FLBGKY          EH-LINKAGE - 004
               ICD - 280     - IRON DEFICIENCY ANEMIAS
               CPT - 85014   - HEMATOCRIT
               OUTCOME       - ABNORMAL - FOLLOW UP IN 2 WKS

     07/09/85  ENC - 3B      - REPORTED BY FLBGKY          EH-LINKAGE - 004
               ICD - 280     - IRON DEFICIENCY ANEMIAS
               CPT - 85014   - HEMATOCRIT
               OUTCOME       - NORMAL

  000    UNSPECIFIED HEALTH PROBLEM
     03/19/86  ENC - 2AA     - REPORTED BY ARBDFS          EH-LINKAGE - 108 128 109
               ICD - 000     - UNSPECIFIED HEALTH PROBLEM
               CPT - 92507   - SPEECH/HEARING THERAPY
               OUTCOME       - ABNORMAL

  XXX    SUPPRESSED BY STATE OPTION - CONTACT PROVIDER/REPORTER
     02/15/85  ENC - 1AA     - REPORTED BY TXCCTZ          EH-LINKAGE - 005 107 128

  345    EPILEPSY
  *  01/29/85  ENC - STOH    - REPORTED BY OHBRKB          EH-LINKAGE - 104 107 110
               ICD - 345     - EPILEPSY
               CPT - 90751   - PREVENTIVE HEALTH CARE,12-17
               OUTCOME       - ABNORMAL - NEEDS MEDICATION DAILY

  UNRESOLVED ACUTE

  000    UNSPECIFIED HEALTH PROBLEM
     09/11/84  ENC - 000001  - REPORTED BY TXCCTZ          EH-LINKAGE - 099 102 125
               ICD - 000     - UNSPECIFIED HEALTH PROBLEM
               CPT - 90753   - PREVENTIVE HEALTH CARE, 1-4

  377    DISORDERS OF OPTIC NERVE AND VISUAL PATHWAYS
  *  03/19/86  ENC - 1AA     - REPORTED BY ARBDFS          EH-LINKAGE - 118 124 131
               ICD - 377.1   - OPTIC ATROPHY
               CPT - 92020   - SPECIAL EYE EVALUATION
               OUTCOME       - ABNORMAL - SEVERE EYE DAMAGE

  RESOLVED

  034    STREPTOCOCCAL SORE THROAT AND SCARLET FEVER
     05/26/84  ENC - 2A      - REPORTED BY FLBFMR          EH-LINKAGE - 111 123 130
               ICD - 034.0   - STREPTOCOCCAL SORE THROAT
               CPT - 87060   - NOSE/THROAT CULTURE,BACTERIA
               OUTCOME       - ABNORMAL - FOLLOW UP VISIT IN 2 WKS

  *  06/09/85  ENC - 1ABC    - REPORTED BY ARBDFS          EH-LINKAGE - 001                     **RESOLVED**
               ICD - 034.0   - STREPTOCOCCAL SORE THROAT
               CPT - 87060   - NOSE/THROAT CULTURE,BACTERIA
               OUTCOME       - NORMAL

* - SERVICES PAID FOR PARTIALLY OR TOTALLY BY MIGRANT EDUCATION FUNDS
```

VANDER, GEORGE 76706490 GGK - HEALTH

DROPOUT 10/15/87

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Operation of the MSRTS

The flow chart on **Figure III-3** illustrates a typical cycle in which information on a migrant child is reported to the MSRTS data bank and how MSRTS records are received by the enrolling school. Health and academic information reported by the migrant program staff in schools serving migrant children is stored in a computer data bank which is located in Little Rock, Arkansas. Computer terminals all over the country are used for sending and receiving this information to and from the data bank. These terminals are the link between the schools, migrant program staff, and the data bank. The number of terminals and locations varies from state to state and is usually dependent upon the size of the migrant population and geographic constraints of each state.

Each state has a certain degree of control over the amount and type of information that it wishes the MSRTS records to reflect. For example, each state determines how many copies of the MSRTS educational and health records it wishes its schools to receive, and when those records are to be automatically mailed to the schools in which migrant students are enrolled. States also can request that certain types and amounts of information be automatically printed on or suppressed from its migrant students' records. Any terminal site can inquire as to the content of any given student's records, and can request copies of those records for the interested schools.

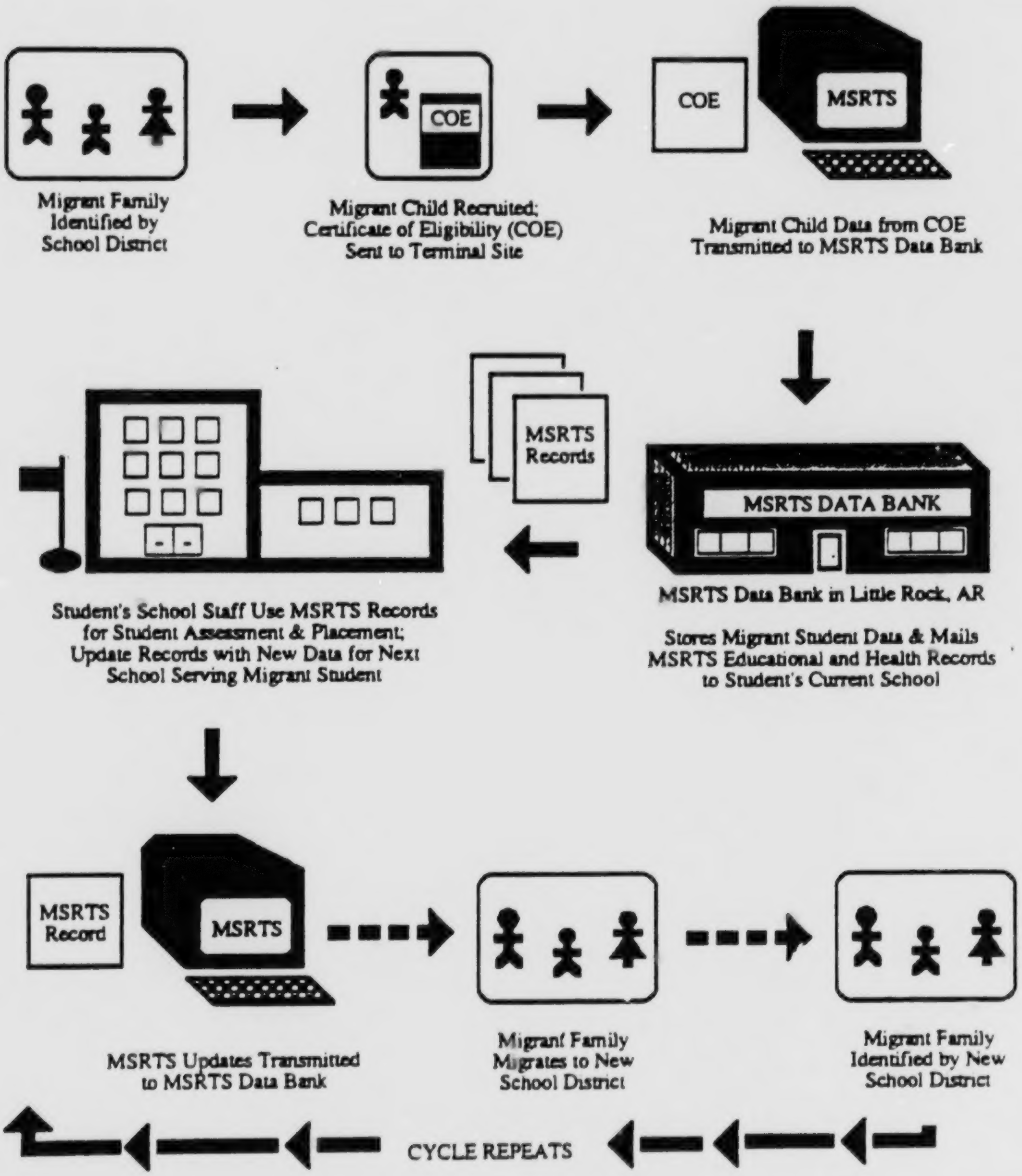
Every state also has access to a number of management reports produced by the MSRTS to enable its staff to monitor various elements of its migrant program operation, including the degree to which the MSRTS is implemented. States may also request the development of management reports to meet their unique needs in migrant program planning, implementation, and evaluation.

Flexibility with consistency and continuity are inherent in this system. Participation and involvement at all levels (local, regional, and state) are necessary for the MSRTS to continue to reflect the changing needs of migrant students and practitioners serving them.

Figure III-3

THE MIGRANT STUDENT RECORD TRANSFER SYSTEM

Process for Activating and Updating MSRTS Records


COE
COE
MSRTS
Migrant Family Identified by School District
Migrant Child Recruited; Certificate of Eligibility (COE) Sent to Terminal Site
Migrant Child Data from COE Transmitted to MSRTS Data Bank
MSRTS Records
MSRTS DATA BANK
MSRTS Data Bank in Little Rock, AR
Stores Migrant Student Data & Mails MSRTS Educational and Health Records to Student's Current School
Student's School Staff Use MSRTS Records for Student Assessment & Placement; Update Records with New Data for Next School Serving Migrant Student
MSRTS Record
MSRTS
MSRTS Updates Transmitted to MSRTS Data Bank
Migrant Family Migrates to New School District
Migrant Family Identified by New School District
CYCLE REPEATS

Receipt of MSRTS Educational Records

The MSRTS data bank staff have long recognized the need for schools to have placement information as soon as the students arrive at the school. A number of options for obtaining MSRTS Educational Records (or merely inquiring about the data) are available to registrars, counselors, and other school staff serving migrant students.

MSRTS Terminal Center

One option for getting access to MSRTS data is through calling the toll-free number (1-800-643-8258) for the MSRTS terminal center in Little Rock. School staff requesting information on migrant students can implement the "Inquiry and Request Process" described below.

In order to make use of this process, the requester must first be authorized to have access to the MSRTS data bank. That is, each individual must be assigned a six-character identifying code assigned and recognized by the computer. The individual's job responsibility will determine whether they are assigned a "Provider ID", "Reporter ID", or "User ID". (This process is necessary to maintain data security and to comply with federal privacy laws regarding access to student records.) Migrant program staff are routinely assigned Provider, Reporter, and User ID's. However, in order for a non-migrant program person to be assigned such an identification code, written authorization to that effect from the State Director of Migrant Education must be on file at the MSRTS data bank.

In calling the terminal center, the requester must also be aware of the "Facility ID" (which is a six-character code assigned to the school plant and recognized by the computer) and that facility's name and telephone number. The center's data entry specialist verifies with the computer the Facility ID and facility name provided by the requester before proceeding further.

Because a unique "Student ID" (an eleven-character code) is assigned to each migrant student in the MSRTS data base, it is also helpful to provide that code to the data entry specialist to expedite the accessing of student data. If the requester does not know the MSRTS Student ID, a minimum amount of student data must be provided to the specialist before the records can be accessed: last name, first name, middle initial, sex, date of birth, and legal parents' first names.

MSRTS Educational and Health Records can be mailed to authorized requesters, if desired. Or, student information can be quickly conveyed to the requester over the telephone by the data entry specialist. The MSRTS terminal center can be contacted between the hours of 7:00 a.m. and 5:30 p.m. (Central Standard Time), Monday through Friday.

State Terminal Centers

Procedures similar to those described above can also be employed within a state if school personnel need information quickly on a migrant student. State and/or local policies usually dictate that specific procedures be used to obtain records or make an inquiry. To determine what procedures should be followed, it is recommended that the director for the state's migrant program be contacted through that state's department of education.

Some sending states routinely request that MSRTS records be automatically provided to schools at the beginning of the school year (in advance of students' arrival) for those migrant students who, since their last enrollment in the school, had enrolled in schools elsewhere. These migrant students' records could reflect new and pertinent information (e.g., summer school coursework) which would be valuable to registrars and counselors working with the students when they return at the beginning of the school year. By the same token, receiving states can request records for secondary students they served the year before to help secondary program directors plan for summer programs. Some schools with heavy migrant student impact periods may have terminals at the school site itself to facilitate the inquiry and records request process for registrars and counselors.

In most states, records are routinely received by schools as a result of MSRTS "enrollment" transactions which are processed by the terminal center. As soon as a Certificate of Eligibility (COE) has been completed by a Migrant program recruiter or other trained interviewer, student data from the COE are entered into the MSRTS data bank. Records are automatically printed and mailed the following day to the school in which the migrant student is currently enrolled. Once the records are received, they are distributed according to state or local policies.

Timeliness in processing MSRTS data is a critical issue and a continuing challenge confronted by the Migrant Education Program. The more "stops" the data must make during its processing route, the more time it takes for the records to ultimately be received by the schools serving the students. Timely receipt of Secondary Credit Data, regardless of the method employed, is tremendously important to the migrant students and the registrars and counselors serving these students.

Interpreting and Using the MSRTS Educational Record for Migrant Secondary Students

The content of an MSRTS Educational Record varies, depending upon whether a migrant child is of preschool age, enrolled at the elementary level (kindergarten through 6th grade), or enrolled at the secondary level (7th through 12th grades). However, certain elements are included in records for all students, regardless of their age or grade level. The inclusion of the Secondary Credit Data section is the element which distinguishes the MSRTS Educational Records for secondary students from that of non-secondary migrant students.

The purpose of this section is to provide some guidelines for interpreting and using the MSRTS Educational Record for migrant secondary students. The following information can be found on the MSRTS Educational Record for secondary migrant students:

- Student's name and birthdate
- Grade level in which the student was enrolled at last reporting school
- Whether the student participated in the Free Lunch program
- Whether the student has health problems that might affect school performance
- Whether the student can be instructed in English
- Whether the student has graduated, dropped out of school, earned a GED, assumed a non-migrant status, or died
- Standardized and competency test scores
- Whether the student has participated in a Special Education or supplemental program
- Academic skills mastered or under study by the student
- Student's attendance in other schools and school contact data
- Student's migration patterns

- Student's special talents
- School from which the student intends to graduate
- Course requirements of school from which the student intends to graduate or homebase state requirements
- Courses in which the student was enrolled, with partial/full credits earned
- Who can be contacted for more information
- Whether a competency test is required for graduation by the state in which the student will graduate

The flow chart in **Figure III-4** illustrates the types of information available from the MSRTS secondary record and the staff (counselor, registrar, teacher, and migrant records clerk) for whom it would be most useful. Once the MSRTS records arrive at the school in which the student is enrolled, they are distributed to supplemental and regular classroom teachers, counselors or registrars, and to the migrant records clerk if the district has a migrant program.

Each section of the MSRTS Educational Record has specific elements which are particularly useful to those with the responsibility of placing migrant students in appropriate courses, and for assessing records to identify coursework for which official credit will be granted. It also contains information that may give teachers and aides a valuable perspective on individual migrant student's instructional needs and experiences.

The sample MSRTS Educational Record for a fictitious migrant secondary student in **Figure III-5** is a five-page record. The number of each page of the record appears on the upper-right hand corner of the record (e. g., Page 1 of 5). The record is divided into four basic parts, found on the pages indicated below:

- Part 1: Student Data (page 1)
- Part 2: Educational Skills (pages 3-4)
- Part 3: Secondary Credit Data (pages 1-3)
- Part 4: Supportive Data (pages 4-5)

Figure III-4

SCHOOL STAFF USE OF MSRTS SECONDARY CREDIT DATA

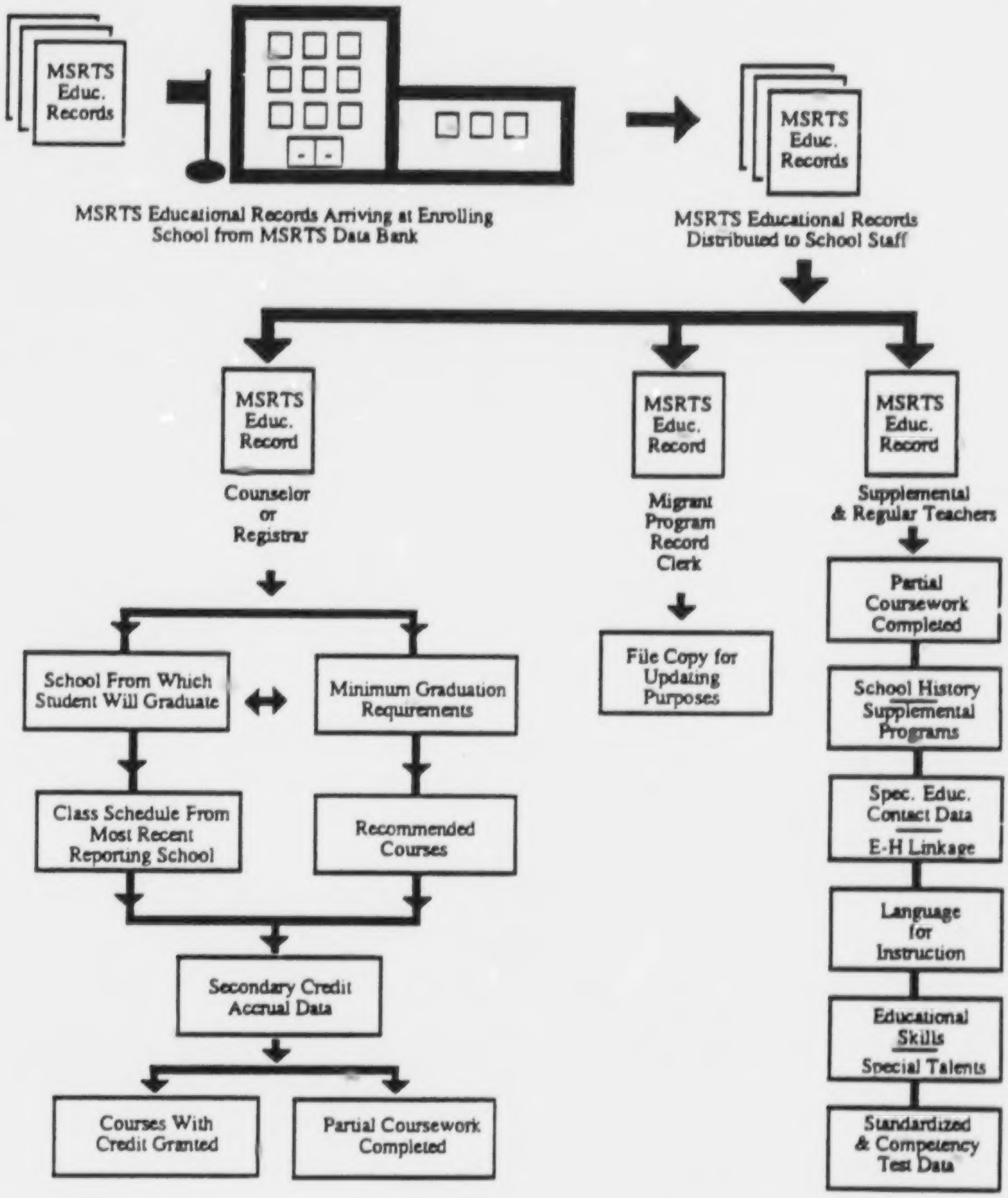
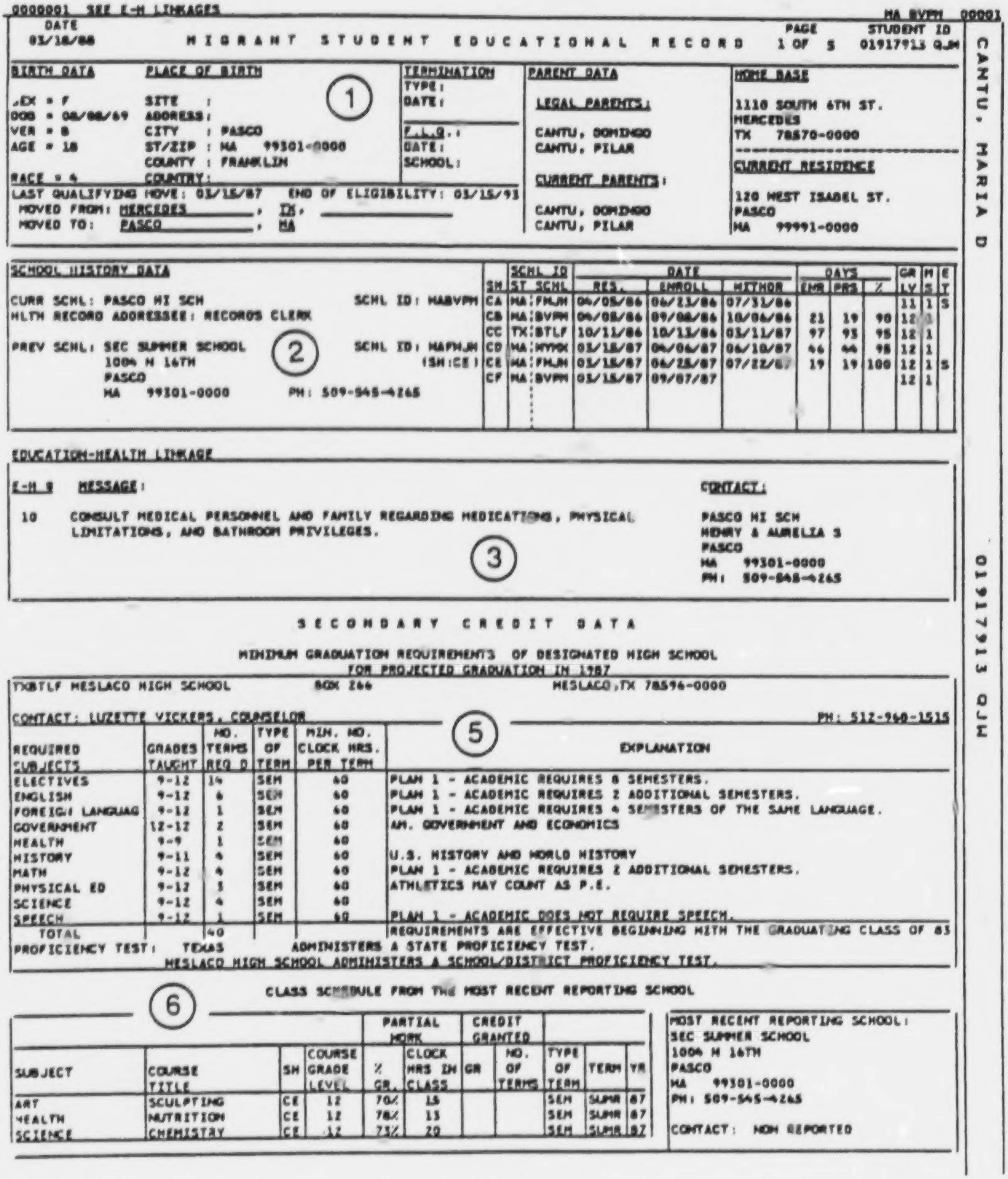

MSRTS Educ. Records
MSRTS Educ. Records
MSRTS Educational Records Arriving at Enrolling School from MSRTS Data Bank
MSRTS Educational Records Distributed to School Staff
MSRTS Educ. Record
Counselor or Registrar
MSRTS Educ. Record
Migrant Program Record Clerk
MSRTS Educ. Record
Supplemental & Regular Teachers
School From Which Student Will Graduate
Minimum Graduation Requirements
Class Schedule From Most Recent Reporting School
Recommended Courses
Secondary Credit Accrual Data
Courses With Credit Granted
Partial Coursework Completed
File Copy for Updating Purposes
Partial Coursework Completed
School History
Supplemental Programs
Spec. Educ. Contact Data
E-H Linkage
Language for Instruction
Educational Skills
Special Talents
Standardized & Competency Test Data

Figure III-5
SAMPLE MSRTS EDUCATIONAL RECORD - SECONDARY STUDENT



0000001 SEE E-H LINKAGES   WA BVPM 00001

DATE
03/18/88

M I G R A N T S T U D E N T E D U C A T I O N A L R E C O R D

PAGE 1 OF 5

STUDENT ID 01917913 QJM

CANTU, MARIA D

01917913 QJM

BIRTH DATA
SEX = F
DOB = 08/08/69
VER = B
AGE = 18
RACE = 4

PLACE OF BIRTH
SITE :
ADDRESS:
CITY : PASCO
ST/ZIP : WA 99301-0000
COUNTY : FRANKLIN
COUNTRY:

TERMINATION
TYPE:
DATE:

F.L.G.:
DATE:
SCHOOL:

LAST QUALIFYING MOVE: 03/15/87 END OF ELIGIBILITY: 03/15/93
MOVED FROM: MERCEDES, TX,
MOVED TO: PASCO, WA

PARENT DATA

LEGAL PARENTS:
CANTU, DOMINGO
CANTU, PILAR

CURRENT PARENTS:
CANTU, DOMINGO
CANTU, PILAR

HOME BASE
1110 SOUTH 6TH ST.
MERCEDES
TX 78570-0000

CURRENT RESIDENCE
120 WEST ISABEL ST.
PASCO
WA 99991-0000

SCHOOL HISTORY DATA

CURR SCHL: PASCO HI SCH   SCHL ID: WABVPM
HLTH RECORD ADDRESSEE: RECORDS CLERK

PREV SCHL: SEC SUMMER SCHOOL   SCHL ID: WAFMJH
1004 W 16TH   (SH:CE)
PASCO
WA 99301-0000   PH: 509-545-4265

SH	SCHL ID ST	SCHL ID SCHL	DATE RES.	DATE ENROLL	DATE WITHDR	DAYS ENR	DAYS PRS	DAYS %	GR LV	M S	E T
CA	WA	FMJH	04/05/86	06/23/86	07/31/86				11	1	S
CB	WA	BVPM	04/08/86	09/08/86	10/06/86	21	19	90	12	[illegible]	
CC	TX	BTLF	10/11/86	10/13/86	03/11/87	97	93	95	12	1	
CD	WA	MYMX	03/15/87	04/06/87	06/10/87	46	44	98	12	1	
CE	WA	FMJH	03/15/87	06/25/87	07/22/87	19	19	100	12	1	S
CF	WA	BVPM	03/15/87	09/07/87					12	1	

EDUCATION-HEALTH LINKAGE

E-H # MESSAGE:

10 CONSULT MEDICAL PERSONNEL AND FAMILY REGARDING MEDICATIONS, PHYSICAL LIMITATIONS, AND BATHROOM PRIVILEGES.

CONTACT:
PASCO HI SCH
HENRY & AURELIA S
PASCO
WA 99301-0000
PH: 509-548-4265

S E C O N D A R Y C R E D I T D A T A

MINIMUM GRADUATION REQUIREMENTS OF DESIGNATED HIGH SCHOOL
FOR PROJECTED GRADUATION IN 1987

TXBTLF WESLACO HIGH SCHOOL   BOX 266   WESLACO,TX 78596-0000

CONTACT: LUZETTE VICKERS, COUNSELOR   PH: 512-960-1515

REQUIRED SUBJECTS	GRADES TAUGHT	NO. TERMS REQ D	TYPE OF TERM	MIN. NO. CLOCK HRS. PER TERM	EXPLANATION
ELECTIVES	9-12	14	SEM	60	PLAN 1 - ACADEMIC REQUIRES 8 SEMESTERS.
ENGLISH	9-12	6	SEM	60	PLAN 1 - ACADEMIC REQUIRES 2 ADDITIONAL SEMESTERS.
FOREIGN LANGUAG	9-12	1	SEM	60	PLAN 1 - ACADEMIC REQUIRES 4 SEMESTERS OF THE SAME LANGUAGE.
GOVERNMENT	12-12	2	SEM	60	AM. GOVERNMENT AND ECONOMICS
HEALTH	9-9	1	SEM	60	
HISTORY	9-11	4	SEM	60	U.S. HISTORY AND WORLD HISTORY
MATH	9-12	4	SEM	60	PLAN 1 - ACADEMIC REQUIRES 2 ADDITIONAL SEMESTERS.
PHYSICAL ED	9-12	3	SEM	60	ATHLETICS MAY COUNT AS P.E.
SCIENCE	9-12	4	SEM	60	
SPEECH	9-12	1	SEM	60	PLAN 1 - ACADEMIC DOES NOT REQUIRE SPEECH.
TOTAL		40			REQUIREMENTS ARE EFFECTIVE BEGINNING WITH THE GRADUATING CLASS OF 83

PROFICIENCY TEST: TEXAS ADMINISTERS A STATE PROFICIENCY TEST.
WESLACO HIGH SCHOOL ADMINISTERS A SCHOOL/DISTRICT PROFICIENCY TEST.

CLASS SCHEDULE FROM THE MOST RECENT REPORTING SCHOOL

SUBJECT	COURSE TITLE	SH	COURSE GRADE LEVEL	PARTIAL WORK % GR.	PARTIAL WORK CLOCK HRS IN CLASS	CREDIT GRANTED GR	CREDIT GRANTED NO. OF TERMS	TYPE OF TERM	TERM	YR
ART	SCULPTING	CE	12	70%	15			SEM	SUMR	87
HEALTH	NUTRITION	CE	12	78%	13			SEM	SUMR	87
SCIENCE	CHEMISTRY	CE	12	73%	20			SEM	SUMR	87

MOST RECENT REPORTING SCHOOL:
SEC SUMMER SCHOOL
1004 W 16TH
PASCO
WA 99301-0000
PH: 509-545-4265

CONTACT: NON REPORTED

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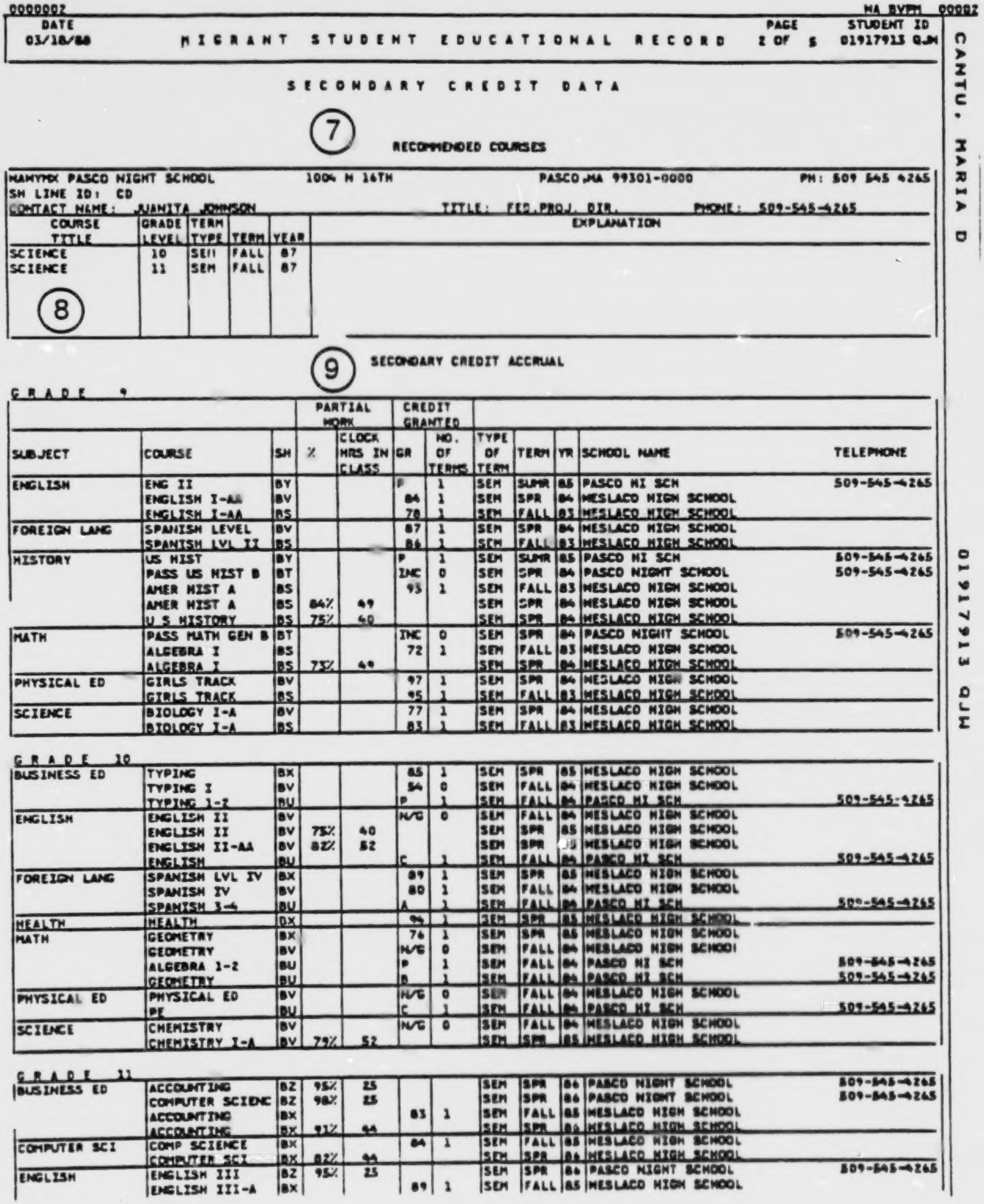
Figure III-5 (cont.)

SAMPLE MSRTS EDUCATIONAL RECORD - SECONDARY STUDENT



0000002 MA BVPM 00002

DATE		PAGE	STUDENT ID
03/18/88	MIGRANT STUDENT EDUCATIONAL RECORD	2 OF 5	01917913 QJM

CANTU, MARIA D

01917913 QJM

SECONDARY CREDIT DATA

⑦ RECOMMENDED COURSES

MAMYMX PASCO NIGHT SCHOOL 1004 N 16TH PASCO,WA 99301-0000 PH: 509 545 4265
SH LINE ID: CD
CONTACT NAME: JUANITA JOHNSON TITLE: FED.PROJ. DIR. PHONE: 509-545-4265

COURSE TITLE	GRADE LEVEL	TERM TYPE	TERM	YEAR	EXPLANATION
SCIENCE	10	SEM	FALL	87	
SCIENCE	11	SEM	FALL	87	

⑧

⑨ SECONDARY CREDIT ACCRUAL

GRADE 9

			PARTIAL WORK		CREDIT GRANTED						
SUBJECT	COURSE	SH	%	CLOCK HRS IN CLASS	GR	NO. OF TERMS	TYPE OF TERM	TERM	YR	SCHOOL NAME	TELEPHONE
ENGLISH	ENG II	BY			P	1	SEM	SUMR	85	PASCO HI SCH	509-545-4265
	ENGLISH I-AA	BV			84	1	SEM	SPR	84	WESLACO HIGH SCHOOL	
	ENGLISH I-AA	BS			78	1	SEM	FALL	83	WESLACO HIGH SCHOOL	
FOREIGN LANG	SPANISH LEVEL	BV			87	1	SEM	SPR	84	WESLACO HIGH SCHOOL	
	SPANISH LVL II	BS			86	1	SEM	FALL	83	WESLACO HIGH SCHOOL	
HISTORY	US HIST	BY			P	1	SEM	SUMR	85	PASCO HI SCH	509-545-4265
	PASS US HIST B	BT			INC	0	SEM	SPR	84	PASCO NIGHT SCHOOL	509-545-4265
	AMER HIST A	BS			93	1	SEM	FALL	83	WESLACO HIGH SCHOOL	
	AMER HIST A	BS	84%	49			SEM	SPR	84	WESLACO HIGH SCHOOL	
	U S HISTORY	BS	75%	40			SEM	SPR	84	WESLACO HIGH SCHOOL	
MATH	PASS MATH GEN B	BT			INC	0	SEM	SPR	84	PASCO NIGHT SCHOOL	509-545-4265
	ALGEBRA I	BS			72	1	SEM	FALL	83	WESLACO HIGH SCHOOL	
	ALGEBRA I	BS	73%	49			SEM	SPR	84	WESLACO HIGH SCHOOL	
PHYSICAL ED	GIRLS TRACK	BV			97	1	SEM	SPR	84	WESLACO HIGH SCHOOL	
	GIRLS TRACK	BS			95	1	SEM	FALL	83	WESLACO HIGH SCHOOL	
SCIENCE	BIOLOGY I-A	BV			77	1	SEM	SPR	84	WESLACO HIGH SCHOOL	
	BIOLOGY I-A	BS			83	1	SEM	FALL	83	WESLACO HIGH SCHOOL	

GRADE 10

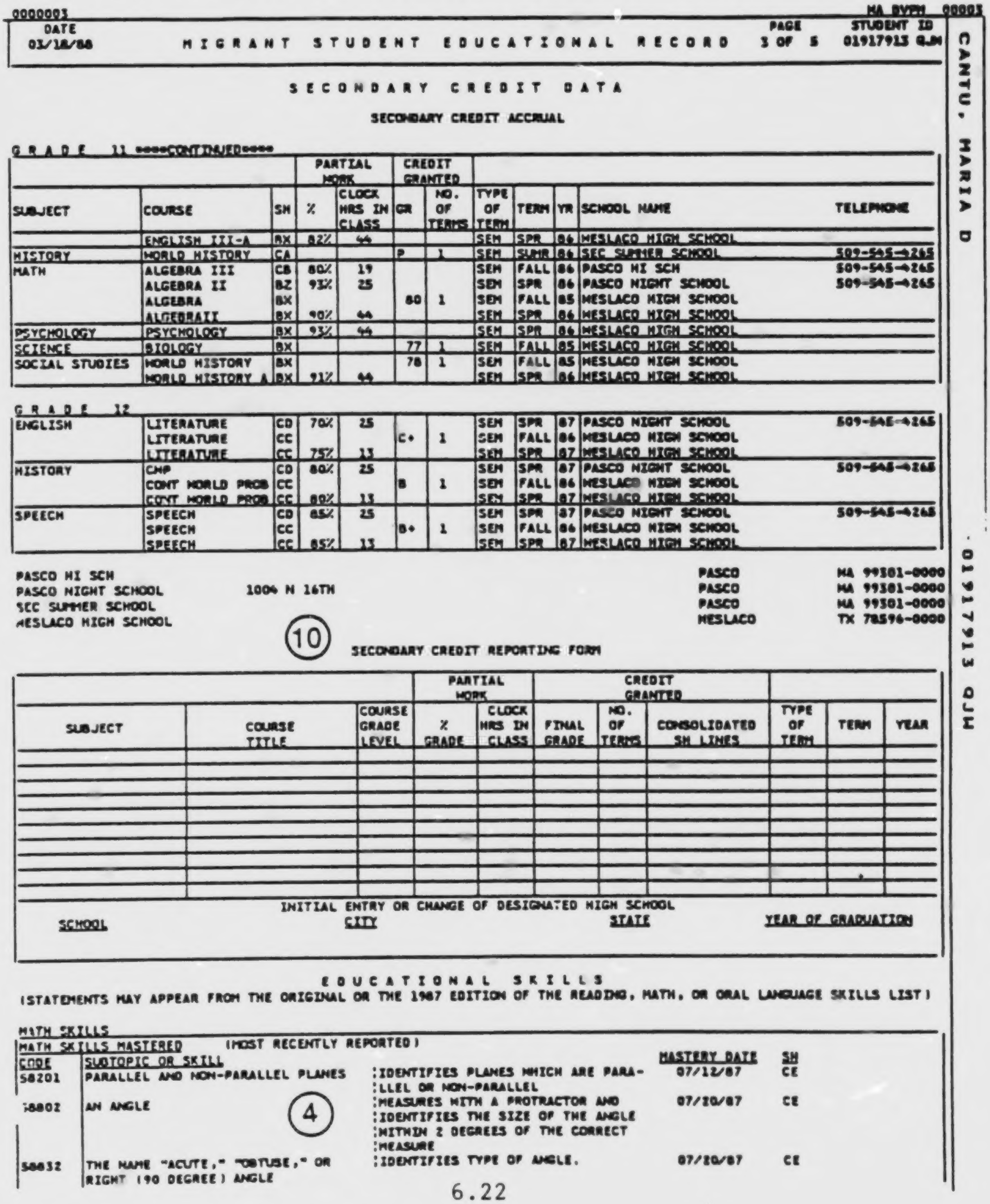
BUSINESS ED	TYPING	BX			85	1	SEM	SPR	85	WESLACO HIGH SCHOOL	
	TYPING I	BV			54	0	SEM	FALL	84	WESLACO HIGH SCHOOL	
	TYPING 1-2	BU			P	1	SEM	FALL	84	PASCO HI SCH	509-545-4265
ENGLISH	ENGLISH II	BV			N/G	0	SEM	FALL	84	WESLACO HIGH SCHOOL	
	ENGLISH II	BV	75%	40			SEM	SPR	85	WESLACO HIGH SCHOOL	
	ENGLISH II-AA	BV	82%	52			SEM	SPR	85	WESLACO HIGH SCHOOL	
	ENGLISH	BU			C	1	SEM	FALL	84	PASCO HI SCH	509-545-4265
FOREIGN LANG	SPANISH LVL IV	BX			89	1	SEM	SPR	85	WESLACO HIGH SCHOOL	
	SPANISH IV	BV			80	1	SEM	FALL	84	WESLACO HIGH SCHOOL	
	SPANISH 3-4	BU			A	1	SEM	FALL	84	PASCO HI SCH	509-545-4265
HEALTH	HEALTH	BX			96	1	SEM	SPR	85	WESLACO HIGH SCHOOL	
MATH	GEOMETRY	BX			76	1	SEM	SPR	85	WESLACO HIGH SCHOOL	
	GEOMETRY	BV			N/G	0	SEM	FALL	84	WESLACO HIGH SCHOOL	
	ALGEBRA 1-2	BU			P	1	SEM	FALL	84	PASCO HI SCH	509-545-4265
	GEOMETRY	BU			B	1	SEM	FALL	84	PASCO HI SCH	509-545-4265
PHYSICAL ED	PHYSICAL ED	BV			N/G	0	SEM	FALL	84	WESLACO HIGH SCHOOL	
	PE	BU			C	1	SEM	FALL	84	PASCO HI SCH	509-545-4265
SCIENCE	CHEMISTRY	BV			N/G	0	SEM	FALL	84	WESLACO HIGH SCHOOL	
	CHEMISTRY I-A	BV	79%	52			SEM	SPR	85	WESLACO HIGH SCHOOL	

GRADE 11

BUSINESS ED	ACCOUNTING	BZ	95%	25			SEM	SPR	86	PASCO NIGHT SCHOOL	509-545-4265
	COMPUTER SCIENC	BZ	98%	25			SEM	SPR	86	PASCO NIGHT SCHOOL	509-545-4265
	ACCOUNTING	BX			83	1	SEM	FALL	85	WESLACO HIGH SCHOOL	
	ACCOUNTING	BX	91%	44			SEM	SPR	86	WESLACO HIGH SCHOOL	
COMPUTER SCI	COMP SCIENCE	BX			84	1	SEM	FALL	85	WESLACO HIGH SCHOOL	
	COMPUTER SCI	BX	82%	44			SEM	SPR	86	WESLACO HIGH SCHOOL	
ENGLISH	ENGLISH III	BZ	95%	25			SEM	SPR	86	PASCO NIGHT SCHOOL	509-545-4265
	ENGLISH III-A	BX			89	1	SEM	FALL	85	WESLACO HIGH SCHOOL	

Figure III-5 (cont.)

SAMPLE MSRTS EDUCATIONAL RECORD - SECONDARY STUDENT



0000003 MA BVPM 00003

DATE		PAGE	STUDENT ID
03/18/88	MIGRANT STUDENT EDUCATIONAL RECORD	3 OF 5	01917913 QJM

CANTU, MARIA D

SECONDARY CREDIT DATA

SECONDARY CREDIT ACCRUAL

GRADE 11 ****CONTINUED****

			PARTIAL WORK		CREDIT GRANTED						
SUBJECT	COURSE	SH	%	CLOCK HRS IN CLASS	GR	NO. OF TERMS	TYPE OF TERM	TERM	YR	SCHOOL NAME	TELEPHONE
	ENGLISH III-A	BX	82%	44			SEM	SPR	86	MESLACO HIGH SCHOOL	
HISTORY	WORLD HISTORY	CA			P	1	SEM	SUMR	86	SEC SUMMER SCHOOL	509-545-4265
MATH	ALGEBRA III	CB	80%	19			SEM	FALL	86	PASCO HI SCH	509-545-4265
	ALGEBRA II	BZ	93%	25			SEM	SPR	86	PASCO NIGHT SCHOOL	509-545-4265
	ALGEBRA	BX			80	1	SEM	FALL	85	MESLACO HIGH SCHOOL	
	ALGEBRAII	BX	90%	44			SEM	SPR	86	MESLACO HIGH SCHOOL	
PSYCHOLOGY	PSYCHOLOGY	BX	93%	44			SEM	SPR	86	MESLACO HIGH SCHOOL	
SCIENCE	BIOLOGY	BX			77	1	SEM	FALL	85	MESLACO HIGH SCHOOL	
SOCIAL STUDIES	WORLD HISTORY	BX			78	1	SEM	FALL	85	MESLACO HIGH SCHOOL	
	WORLD HISTORY A	BX	91%	44			SEM	SPR	86	MESLACO HIGH SCHOOL	

GRADE 12

ENGLISH	LITERATURE	CD	70%	25			SEM	SPR	87	PASCO NIGHT SCHOOL	509-545-4265
	LITERATURE	CC			C+	1	SEM	FALL	86	MESLACO HIGH SCHOOL	
	LITERATURE	CC	75%	13			SEM	SPR	87	MESLACO HIGH SCHOOL	
HISTORY	CHP	CD	80%	25			SEM	SPR	87	PASCO NIGHT SCHOOL	509-545-4265
	CONT WORLD PROB	CC			B	1	SEM	FALL	86	MESLACO HIGH SCHOOL	
	CONT WORLD PROB	CC	80%	13			SEM	SPR	87	MESLACO HIGH SCHOOL	
SPEECH	SPEECH	CD	85%	25			SEM	SPR	87	PASCO NIGHT SCHOOL	509-545-4265
	SPEECH	CC			B+	1	SEM	FALL	86	MESLACO HIGH SCHOOL	
	SPEECH	CC	85%	13			SEM	SPR	87	MESLACO HIGH SCHOOL	

PASCO HI SCH		PASCO	WA 99301-0000
PASCO NIGHT SCHOOL	1004 N 16TH	PASCO	WA 99301-0000
SEC SUMMER SCHOOL		PASCO	WA 99301-0000
MESLACO HIGH SCHOOL		MESLACO	TX 78596-0000

⑩ SECONDARY CREDIT REPORTING FORM

			PARTIAL WORK		CREDIT GRANTED					
SUBJECT	COURSE TITLE	COURSE GRADE LEVEL	% GRADE	CLOCK HRS IN CLASS	FINAL GRADE	NO. OF TERMS	CONSOLIDATED SH LINES	TYPE OF TERM	TERM	YEAR

INITIAL ENTRY OR CHANGE OF DESIGNATED HIGH SCHOOL

SCHOOL	CITY	STATE	YEAR OF GRADUATION

EDUCATIONAL SKILLS

(STATEMENTS MAY APPEAR FROM THE ORIGINAL OR THE 1987 EDITION OF THE READING, MATH, OR ORAL LANGUAGE SKILLS LIST)

MATH SKILLS

MATH SKILLS MASTERED (MOST RECENTLY REPORTED)

CODE	SUBTOPIC OR SKILL		MASTERY DATE	SH
58201	PARALLEL AND NON-PARALLEL PLANES	:IDENTIFIES PLANES WHICH ARE PARALLEL OR NON-PARALLEL	07/12/87	CE
58802	AN ANGLE	:MEASURES WITH A PROTRACTOR AND :IDENTIFIES THE SIZE OF THE ANGLE :WITHIN 2 DEGREES OF THE CORRECT :MEASURE	07/20/87	CE
58832	THE NAME "ACUTE," "OBTUSE," OR RIGHT (90 DEGREE) ANGLE	:IDENTIFIES TYPE OF ANGLE.	07/20/87	CE

④

01917913 QJM

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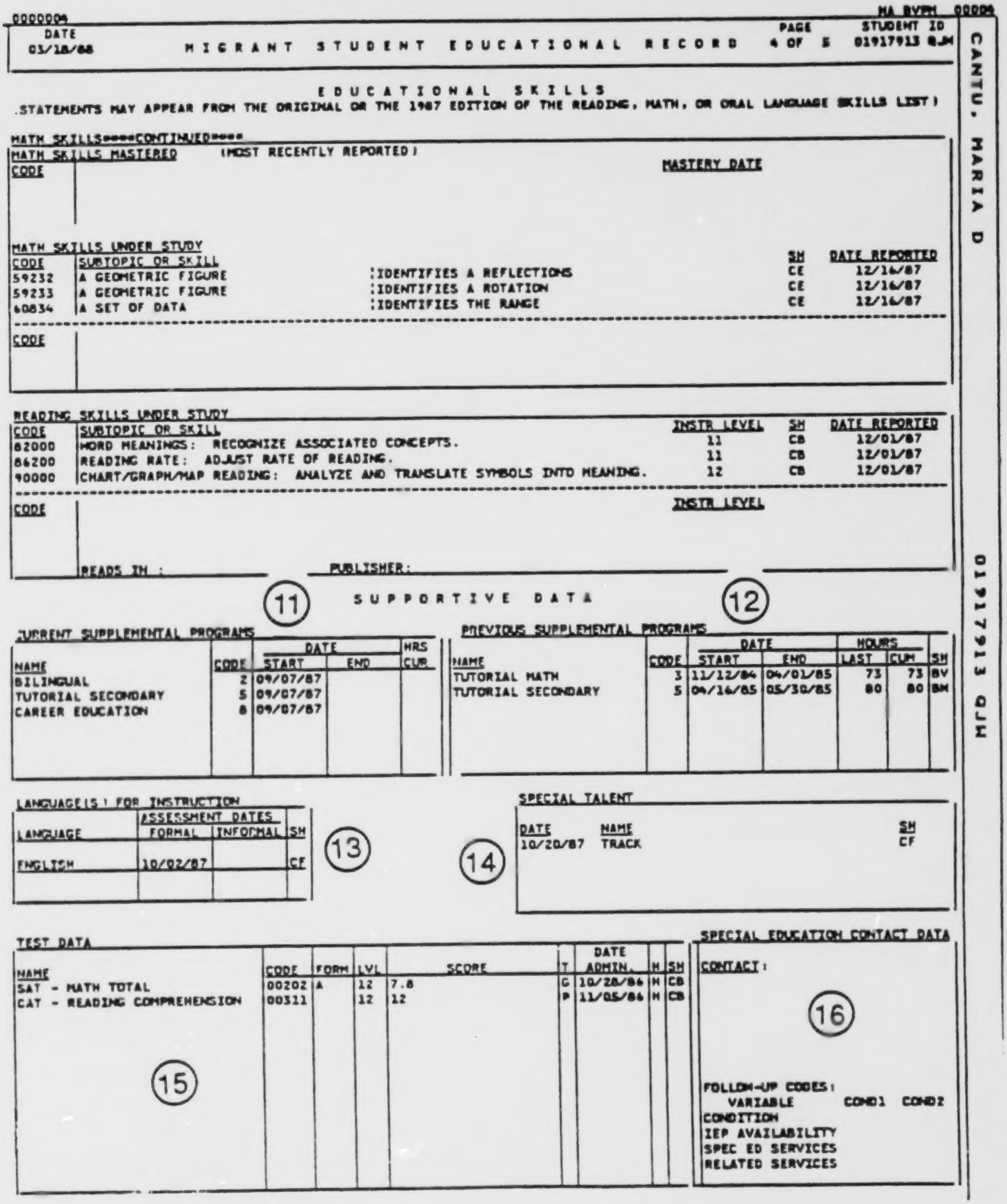
Figure III-5 (cont.)

SAMPLE MSRTS EDUCATIONAL RECORD - SECONDARY STUDENT



0000004 MA BVPM 00004

DATE		PAGE	STUDENT ID
03/18/88	MIGRANT STUDENT EDUCATIONAL RECORD	4 OF 5	01917913 QJH

CANTU, MARIA D

01917913 QJH

EDUCATIONAL SKILLS

.STATEMENTS MAY APPEAR FROM THE ORIGINAL OR THE 1987 EDITION OF THE READING, MATH, OR ORAL LANGUAGE SKILLS LIST)

MATH SKILLS****CONTINUED****

MATH SKILLS MASTERED (MOST RECENTLY REPORTED)

CODE		MASTERY DATE

MATH SKILLS UNDER STUDY

CODE	SUBTOPIC OR SKILL		SH	DATE REPORTED
59232	A GEOMETRIC FIGURE	:IDENTIFIES A REFLECTIONS	CE	12/16/87
59233	A GEOMETRIC FIGURE	:IDENTIFIES A ROTATION	CE	12/16/87
60834	A SET OF DATA	:IDENTIFIES THE RANGE	CE	12/16/87

CODE

READING SKILLS UNDER STUDY

CODE	SUBTOPIC OR SKILL	INSTR LEVEL	SH	DATE REPORTED
82000	WORD MEANINGS: RECOGNIZE ASSOCIATED CONCEPTS.	11	CB	12/01/87
86200	READING RATE: ADJUST RATE OF READING.	11	CB	12/01/87
90000	CHART/GRAPH/MAP READING: ANALYZE AND TRANSLATE SYMBOLS INTO MEANING.	12	CB	12/01/87

CODE		INSTR LEVEL

READS IN :

PUBLISHER:

⑪ SUPPORTIVE DATA ⑫

CURRENT SUPPLEMENTAL PROGRAMS

		DATE		HRS
NAME	CODE	START	END	CUR
BILINGUAL	2	09/07/87		
TUTORIAL SECONDARY	5	09/07/87		
CAREER EDUCATION	8	09/07/87		

PREVIOUS SUPPLEMENTAL PROGRAMS

		DATE		HOURS		
NAME	CODE	START	END	LAST	CUM	SH
TUTORIAL MATH	3	11/12/84	04/01/85	73	73	BV
TUTORIAL SECONDARY	5	04/16/85	05/30/85	80	80	BM

LANGUAGE(S) FOR INSTRUCTION ⑬

	ASSESSMENT DATES		
LANGUAGE	FORMAL	INFORMAL	SH
ENGLISH	10/02/87		CF

⑭ SPECIAL TALENT

DATE	NAME	SH
10/20/87	TRACK	CF

TEST DATA ⑮

NAME	CODE	FORM	LVL	SCORE	T	DATE ADMIN.	H	SH
SAT - MATH TOTAL	00202	A	12	7.8	G	10/28/86	H	CB
CAT - READING COMPREHENSION	00311		12	12	P	11/05/86	H	CB

SPECIAL EDUCATION CONTACT DATA

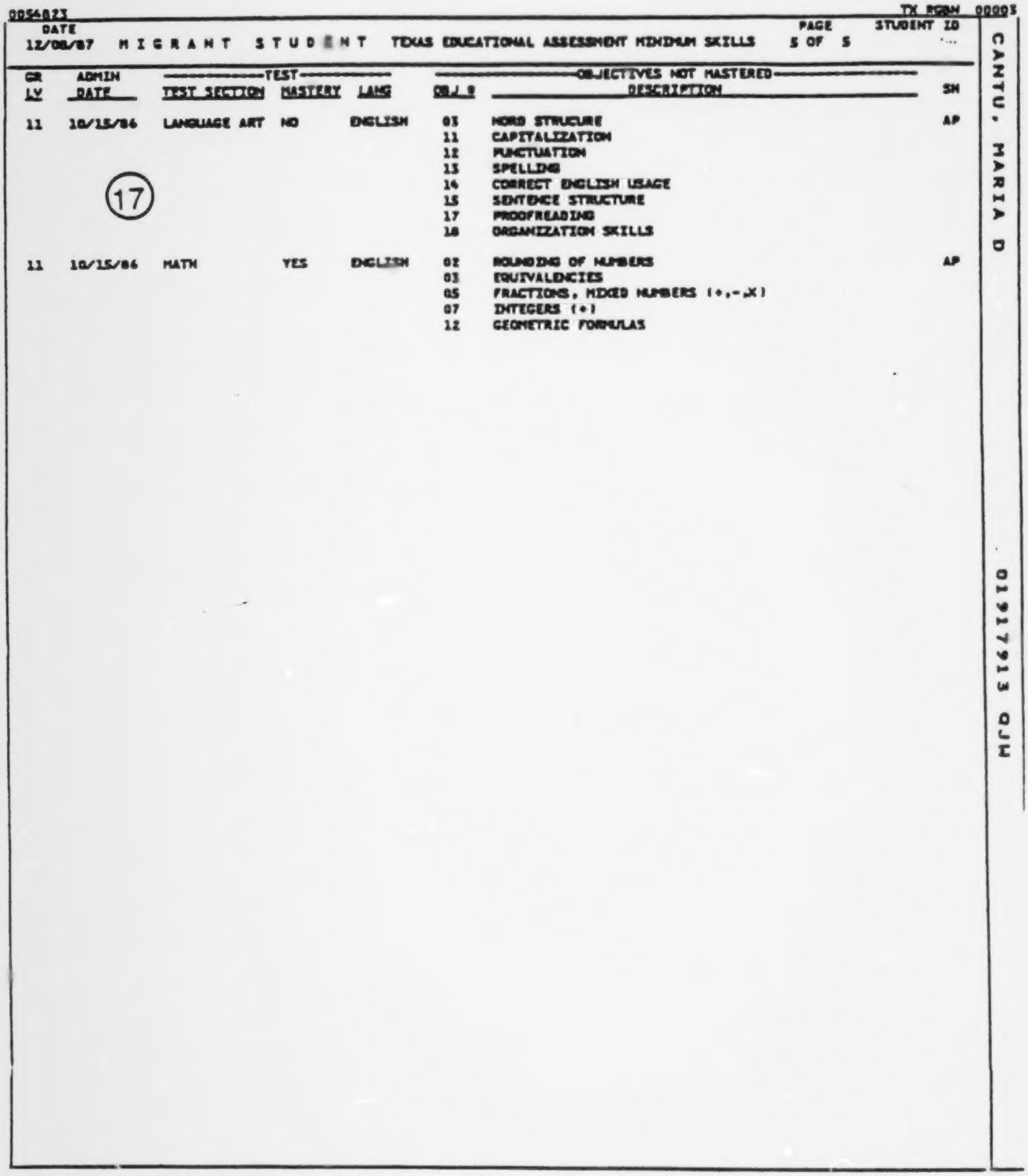
CONTACT: ⑯

FOLLOW-UP CODES:

VARIABLE	COND1	COND2
CONDITION		
IEP AVAILABILITY		
SPEC ED SERVICES		
RELATED SERVICES		

Figure III-5 (cont.)

SAMPLE MSRTS EDUCATIONAL RECORD - SECONDARY STUDENT



```
0054823                                                                                      TX RGBN  00003
  DATE                                                                             PAGE    STUDENT ID
12/08/87  M I G R A N T   S T U D E N T   TEXAS EDUCATIONAL ASSESSMENT MINIMUM SKILLS   5 OF  5       ...

GR   ADMIN      ------------TEST-------------   -----------------OBJECTIVES NOT MASTERED-----------------
LV   DATE       TEST SECTION  MASTERY  LANG     OBJ #   DESCRIPTION                                   SH

11   10/15/86   LANGUAGE ART  NO       ENGLISH  03      WORD STRUCURE                                 AP
                                                11      CAPITALIZATION
                                                12      PUNCTUATION
                                                13      SPELLING
                                                14      CORRECT ENGLISH USAGE
                                                15      SENTENCE STRUCTURE
                                                17      PROOFREADING
                                                18      ORGANIZATION SKILLS

11   10/15/86   MATH          YES      ENGLISH  02      ROUNDING OF NUMBERS                           AP
                                                03      EQUIVALENCIES
                                                05      FRACTIONS, MIXED NUMBERS (+,-,X)
                                                07      INTEGERS (+)
                                                12      GEOMETRIC FORMULAS

CANTU, MARIA D                    01917913 DJM
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⑰

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```
0000005                                                                                   AR BBFS  00001
  DATE                                                                          PAGE    STUDENT ID
05/21/91  M I G R A N T   S T U D E N T   T E X A S     T E A M S / T A A S     1 OF  1  85223639 MNC

 GR   ADMIN      ------------TEST-----------      -----------------OBJECTIVES NOT MASTERED-----------------
 LV    DATE      TEST SECTION  MASTERY  LANG       OBJ #              DESCRIPTION                          SH

 05   09/02/87   WRITING       YES      ENGLISH     01    CAPITALIZATION                                   AD
                                                    05    SENTENCE STRUCTURE
                                                    06    PROOFREADING
                                                    07    DESCRIPTIVE WRITTEN COMPOSITION
                                                    09    DESCRIPTIVE WRITTEN COMPOSITION
                                                    11    DESCRIPTIVE WRITTEN COMPOSITION

 07   09/02/87   MATH          NO       ENGLISH     01    EQUIVALENCIES                                    AD
                                                    05    DECIMAL WORD PROBLEMS (+,-,X)
                                                    06    MEASUREMENT UNITS
                                                    07    GEOMETRIC TERMS AND FIGURES

 09   08/21/86   READING       YES      ENGLISH     03    SPECIFIC DETAILS                                 AD
                                                    06    FACT, OPINION

 11   09/02/87   MATH          YES      ENGLISH     01    SEQUENCING OF NUMBERS                            AD
                                                    02    ROUNDING OF NUMBERS
                                                    05    FRACTIONS, MIXED NUMBERS (+,-,X)
                                                    07    INTEGERS (+)
                                                    09    PROPORTION

 11   11/01/87   LANGUAGE ART  YES      ENGLISH     09    REFERENCE SOURCE USAGE                           AD

 11   11/01/87   MATH          NO       ENGLISH     03    EQUIVALENCIES                                    AD
                                                    04    EXPONENTIAL/STANDARD NOTATION
                                                    05    FRACTIONS, MIXED NUMBERS (+,-,X)
                                                    06    DECIMALS (+,-,X,/)
                                                    08    MULTIPLE OPERATIONS (+,-,X,/)

 12   04/01/91   MATH          YES      ENGLISH     03    GEOMETRIC PROPERTIES/RELATIONSHIPS               AR
                                                    05    PROBABILITY/STATISTICS

 12   04/01/91   READING       NO       ENGLISH     04    IDENTIFY CAUSE AND EFFECT/PREDICT OUTCOME        AR
                                                    05    ANALYZE TEXT/MAKE INFERENCE/GENERALIZATION
                                                    06    POINT OF VIEW/PROPAGANDA/FACT OR NONFACT

 12   04/01/91   WRITING       NO       ENGLISH      0    WRITING COMPOSITION SCORE                        AR
                                                          LACKED ORGANIZATION/STRUCTURE
```

JUAREZ, MARIA C

85223639 MNC

1991-92

REQUIRED SCHOOL DISTRICT MSRTS COMPONENT ACTIVITIES

1991-92

6.26

REQUIRED MSRTS ACTIVITY	AFFECTED STAFF/STUDENTS (grade/age)	TIME REQUIREMENTS (working days)	REQUIRED DOCUMENTS, TOPICS, DATA & COMMENTS
I. LEA MSRTS INSERVICE			
A Identification/Recruitment Component	Identification/Recruitment Staff	Before September 1 and as needed	Eligibility criteria; COE completion, MSRTS enrollment procedures, Interview techniques, Federal laws and Agency guidelines on ID/R
B MSRTS Component	MSRTS Staff	Before September 30 and as needed	LEA MSRTS Component and overview of topics listed above
C ID/R and MSRTS Overview	All Migrant administrators and staff assigned Migrant activities.	Before September 30 and as needed	Overview of all topics listed above
II. RECRUITMENT AND MSRTS ENROLLMENT			Accuracy and effectiveness are important!
A Residency Verification/ Mass Enrollment	Previously Identified (0 21)	As soon as completed, no later than October 1	Verify continued residency using latest COE for all having eligibility during calendar year, verify Mass Enrollment report, submit to ESC
B New Qualifying Arrival Date Newly Identified	New QAD/Newly Identified (0 21)	All year; recruit as many as possible by December 1. Submit COE 10 days after COE signature date	Complete new COE for enrollees and non enrollees (through 21 years) to ensure identification of all students and dropouts
III. RECORDS DISTRIBUTION	Grades EE-12 (EE=3 yrs. of age)	2 days after receipt	Review for accuracy and medical alerts before distribution
IV. UPDATING MSRTS RECORDS			REQUIRED IF STUDENT IS ENROLLED 10 OR MORE SCHOOL DAYS
A TAAS	Grades 3 - 12	Updates due 10 days after receipt of MSRTS exception report	Results of October TAAS will be reported electronically Results of exit level test given in April must be reported manually.
B Language for Instruction	Grades EE PK (served) Grades K-12	March 31 Updates due 10 days after receipt of MSRTS exception report	Report language and assessment data for EE PK (served) Language will be reported electronically for grades K 12
C Supplemental Programs	Grades EE PK (served) Grades K 12	March 31 Updates due 10 days after receipt of MSRTS exception report	Report students participating in any supplemental programs/services for EE PK (served) Supplemental Programs will be reported electronically for grades K 12
D Special Education Contact Data	Grades EE 12	Updates due 10 days after receipt of MSRTS Special Education list	Students needing and/or receiving Special Education services will be reported electronically.
E Graduations (and other terminations)	Any age	10 days after notification	Report graduates, deaths, GED's, dropouts, or non migrant as per parental request
F Secondary Credit			
1 Student Academic Progress	Grades 9 12	10 days after receipt of MSRTS list	Report "Y" if student is accruing credits satisfactorily toward graduation according to 4 yr. plan. Report "N" if not accruing credits satisfactorily
2 Previous Years' Coursework	Grades 10-12 Currentlys*	During first semester of enrollment	Required if still unreported, especially for newly identified currentlys
3 Fall Sem. Coursework	Grades 7-12 Currentlys*	March 1	Include Designated H.S. of Graduation, if unreported
4 Spring Semester Schedule	Grades 7-12 Currentlys*	March 1	Report with fall semester coursework
5 Recommended Courses	Grades 7-12 Currentlys*	April 30	Required if MSRTS Record shows any out of district/state enrollment Report for summer and/or fall semesters
6 Spring Semester Grades	Grades 7-12 Currentlys*	10 days after semester ends	If any spring courses are failed, adjust recommended summer and/or fall schedules accordingly.
7 Credit Consolidation	Grades 9-12 Currentlys*	Upon enrollment or 10 days after semester ends	Review of partial work on MSRTS Educational Record required. Reporting consolidated credit is required if official credit is granted
G Health	Grades EE-PK (Served) Currentlys* Grades K-12 Currentlys*	March 31	Report TX required immunizations, screenings, any life threatening conditions and Migrant funded services.
V. MSRTS/MASS WITHDRAWAL			Timeliness is important!
A During School Year (Early Withdrawal)	Grades EE-12	2 days after withdrawal	Report all required health/educational updates along with withdrawal date and days enrolled/days present
B End of School Year (Mass Withdrawal)	Grades EE 6 Grades 7-12	5 days after withdrawal 10 days after withdrawal	Report any health/educational updates not already reported along with withdrawal date and days enrolled/days present
VI. ELIGIBILITY VERIFICATION	Sample	December 1	Remove misidentified students from MSRTS by December 31
VII. MSRTS FILES	All	Filing continuously	Active/inactive, in alphabetical order. Keep 7 years from end of eligibility date.
VIII. MSRTS LOGS	Staff assigned MSRTS	Maintained continuously	Document MSRTS Component activities.
IX. SUMMER SCHOOL	Grades EE-12	10 days after withdrawal	Report all SH data for ALL students enrolled in Migrant & non Migrant programs, report updates for currentlys only.
X. COMPONENT ASSESSMENT	Designated staff	Periodically	Review all required MSRTS activities

*REPORT DATA FOR FORMERLYS WHO WITHDRAW DURING THE SCHOOL YEAR (WITHIN 2 DAYS OF WITHDRAWAL)

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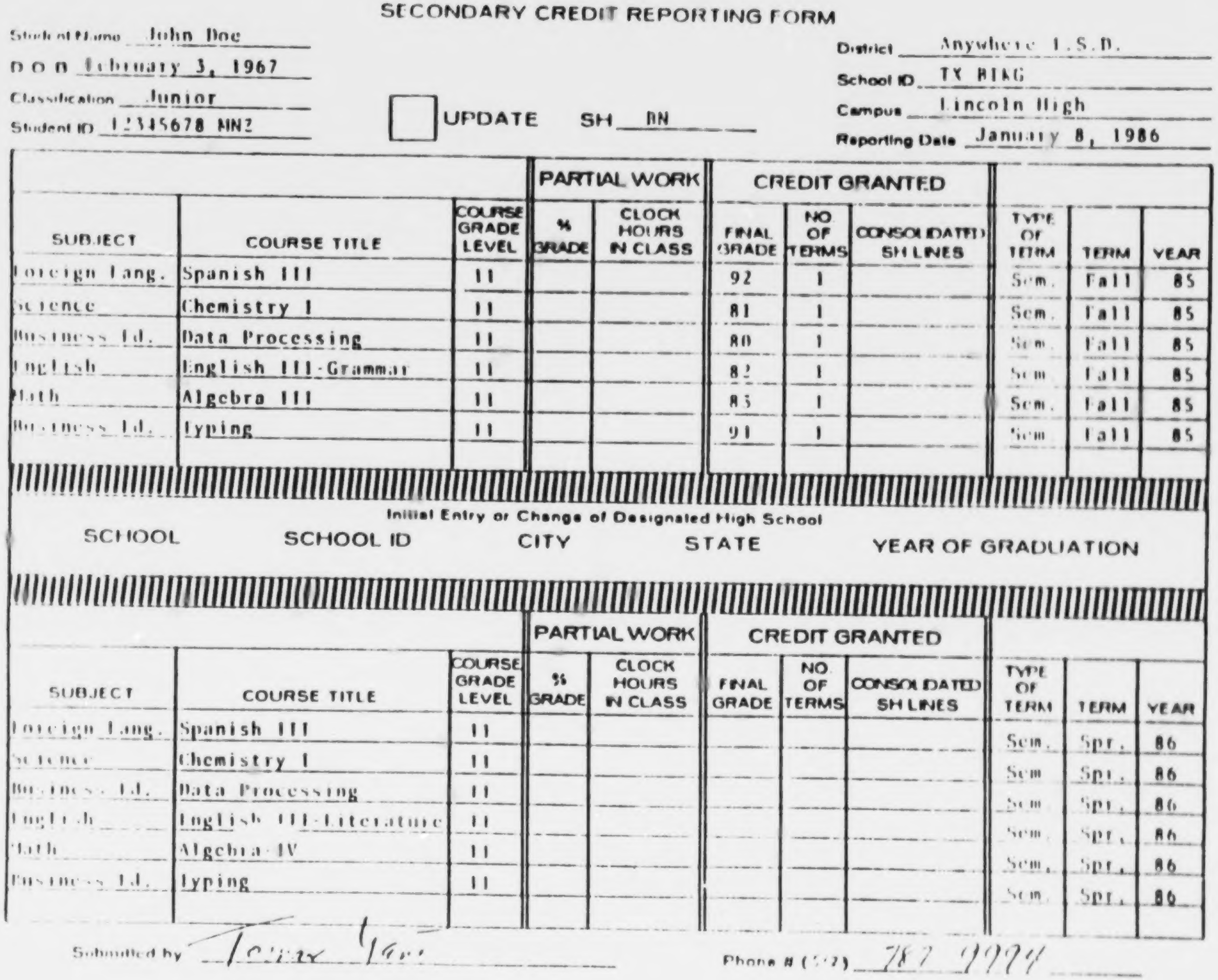
HOW TO REPORT MSRTS DATA

Reporting Forms

The MSRTS record is designed to be used as an input document, where updates can be penned directly onto the appropriate sections of the record. Within the Secondary Credit Data section of the record, there are two reporting forms:

- The **Recommended Courses Reporting Form** will appear on the record only if no Recommended Courses currently appear on the record. If this form does not print, there is reporting space available within the Recommended Courses matrix.
- **The Secondary Credit Reporting Form** will always appear, once the Secondary Credit Data has been activated by a student's enrollment into the 7th grade.

A number of states have developed their own reporting forms which are as varied as their needs to create them. **Figure III-9** is an example from Texas. The Texas form is printed on NCR paper which allows for distributing copies an needed. This form also allows the reporting of a semester's coursework for each of two students or, for one student. The fall coursework and the student's spring class schedule can be reported simultaneously.



SECONDARY CREDIT REPORTING FORM

Student Name John Doe
D O B February 3, 1967
Classification Junior
Student ID 12345678 MNZ

☐ UPDATE SH BN

District Anywhere I.S.D.
School ID TX BIKG
Campus Lincoln High
Reporting Date January 8, 1986

			PARTIAL WORK		CREDIT GRANTED					
SUBJECT	COURSE TITLE	COURSE GRADE LEVEL	% GRADE	CLOCK HOURS IN CLASS	FINAL GRADE	NO OF TERMS	CONSOLIDATED SH LINES	TYPE OF TERM	TERM	YEAR
Foreign Lang.	Spanish III	11			92	1		Sem.	Fall	85
Science	Chemistry I	11			81	1		Sem.	Fall	85
Business Ed.	Data Processing	11			80	1		Sem.	Fall	85
English	English III-Grammar	11			82	1		Sem.	Fall	85
Math	Algebra III	11			83	1		Sem.	Fall	85
Business Ed.	Typing	11			91	1		Sem.	Fall	85

Initial Entry or Change of Designated High School

SCHOOL	SCHOOL ID	CITY	STATE	YEAR OF GRADUATION

			PARTIAL WORK		CREDIT GRANTED					
SUBJECT	COURSE TITLE	COURSE GRADE LEVEL	% GRADE	CLOCK HOURS IN CLASS	FINAL GRADE	NO. OF TERMS	CONSOLIDATED SH LINES	TYPE OF TERM	TERM	YEAR
Foreign Lang.	Spanish III	11						Sem.	Spr.	86
Science	Chemistry I	11						Sem	Spr.	86
Business Ed.	Data Processing	11						Sem.	Spr.	86
English	English III-Literature	11						Sem.	Spr.	86
Math	Algebra IV	11						Sem.	Spr.	86
Business Ed.	Typing	11						Sem.	Spr.	86

Submitted by

Phone # (512) 787 9999

Figure III-9

SAMPLE TEXAS SECONDARY CREDIT REPORTING FORM

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FIGURE III-10

MSRTS SECONDARY CREDIT ACCRUAL

NATIONAL GENERIC SUBJECT TITLES

Agri
Art
Aud Vis Asst
Bilingual Ed
Business Ed
Career Ed
Civics
Communications
Computer Science
Crafts
Dance
Drama
Driver Ed
Economics
English
ESOL
Free Enterprise
Foreign Lang
Geography
Government
Guidance Intern
Health
History
Home Economics
Humanities
Industrial Arts
Journalism
Language Arts
Law
Library Aide
Life Skills
Mktg Distb Ed
Math
Music
Persnl Finance
Physical Ed
Psychology
Reading
Recommended
Resource Room
ROTC
Science
Social Studies
Special Ed
Speech
Teacher's Asst
Trade Technical
Vocational Ed
Work Study

LISTING OF TEXAS COURSES BY MSRTS SUBJECT COURSE TITLES

Agri
Art
Aud Vis Asst
Bilingual Ed
Business Ed
Career Ed
Communications
Computer Science
Crafts
Dance
Drama
Driver Ed
Economics
English
Foreign Lang
Guidance Intern
Health
Home Economics
Humanities
Industrial Arts
Library Aide
Life Skills
Mktg Distb Ed
Math
Music
Physical Ed
Psychology
Reading
Resource Room
ROTC
Science
Social Studies
Special Ed
Speech
Teacher's Asst
Trade Technical
Vocational Ed
Work Study

THE PUBLIC EDUCATION INFORMATION MANAGEMENT SYSTEM (PEIMS) SUMMARY REPORT

The Texas Education Agency (TEA) is in the second year of implementation of the Public Education Information Management System (PEIMS). PEIMS is designed to completely overhaul the manner in which information is exchanged between school districts and the agency. It has a multi-year implementation schedule. The basic concept is to combine the bulk of school district data collections under one umbrella to streamline reporting, reduce duplication, and produce a standard set of statewide data. Data types will include staff, finance, organization, student, dropout, and facilities data. The system is designed to use the best known information and query management technology to improve the means for accountability for the Texas public school system.

Two overlapping requirements in TEA necessitated that changes in its information gathering systems be explored. First, new legislative requirements for data at the state level have grown exponentially over the past five years. During the period 1981-83, new statutory requirements for information effectively demanded that TEA build a comprehensive data base at the campus level for data on student performance, finance, and personnel. Second, new administrative tasks assigned to TEA demanded either a major increase in staff or a new way of using information with existing staff levels.

The agency faced three basic options in view of these requirements. First, a blizzard of new forms could be created. Second, a plan could be developed to design new computer systems for all school districts. The third choice was to create standard reports at a detailed level for submission without changing district systems. PEIMS was developed on the basis of this last option.

There are five basic concepts vital to PEIMS.

1) Utilize detailed data standards.

   Districts were provided with a book of universal data definitions of school operations at a level of detail fine enough to offer answers to most questions.

2) Develop Regional Education Service Center support.

   School districts have received training and assistance from PEIMS coordinators in the 20 regional education service centers (ESCs). To protect the integrity of the data, standard edits were performed at each ESC before district data could be forwarded to TEA. The standards for the edit programs will be updated yearly to improve data quality. A summary report was added to the program for 1988-89 so that districts can receive immediate feedback about their data.

3) Provide open access.

   Once delivered to the agency, the detailed data on school operations are structured in a data base capable of unlimited user views.

4) Return data for local use.

   For years, data submitted to TEA dropped into a "black hole" from which nothing was ever returned. PEIMS provides district administrative officials with a solid set of usable information for both internal district analyses and comparison of districts and schools throughout the state. A series of campus and district profile data bases is the end result. This information is presented with a variety of emphases including budgets, staff, curriculum, students, the Texas Educational Assessment of Minimal Skills (TEAMS)/Texas Assessment of Academic Skills (TAAS) testing programs, district property values, and the Foundation School Program. Both paper reports and computer readable files are generated. These products are designed for use not only by school districts, but for others interested in educational information, including the Governor's office and legislative offices, colleges, and universities, and various research organizations.

5) Reduce district effort.

In the short term, PEIMS has represented increased effort by local officials. In the long term, however, effort has been reduced. The standardized sets of data provide the answers to most new administrative and research questions with no change in reporting requirements for districts. District effort to compile aggregations and produce special reports for delivery to TEA have been greatly reduced. Due to the statewide, relatively stable data standard, computer data bases at the local level are standardized to produce common reports required by PEIMS without the need to purchase standardized hardware or software. Hence, districts are free to adopt data processing products tailored primarily to their own needs.

The State Education Agency (SEA) developed the Public Education Information Management System (PEIMS) to better evaluate the quality and quantity of education provided to students. The SEA coordinates the PEIMS and the Migrant Student Record Transfer System (MSRTS) data bases in order to pinpoint the students and programs which have the greatest needs.

Besides the overage and graduation rate analyses which it generates through MSRTS, the SEA has developed a system to collect TAAS scores on both currently and formerly migratory students using PEIMS as a merge vehicle, and downloads TAAS scores electronically into MSRTS. The student data in PEIMS, on the other hand, provides demographic and supplemental programs data, even disaggregating students by migrant status and type of instructional and support services provided.

PEIMS DATA COLLECTION SCHEDULE
NEW DATA 1988-89 THROUGH 1992-93

	1988-89	1989-90	1990-91	1991-92	1992-93
Implement All districts	• Actual financial data • Partial dropout data • Additional organizational data • Changes to staff data	• Student demographic data, statewide ID • Student program data • Full dropout data	• ADA Contact hours • Student course schedules (grades 9-12)	• Student achievement test data • Student/ teacher link • Student course schedules (elementary and middle)	• Facilities data
Pilot Voluntary Sample Districts	• Student demographic data • Student program data - special education - gifted and talented - Chapter I - other programs • Full dropout data	• ADA, Contact hours • Student course schedules (grades 9-12)	• Student achievement test data • Student/teacher link • Student course schedules (elementary and middle)	• Facilities data	

TEXAS ASSESSMENT OF ACADEMIC SKILLS PROGRAM

In order to satisfy the legislative requirement that student performance be assessed, Texas instituted in 1980 the Texas Assessment of Basic Skills (TABS), the first statewide assessment program to measure student achievement in reading, writing, and mathematiacs. TABS was followed in 1985 by the Texas Educational Assessment of Minimum Skills (TEAMS). With each new assessment program, new learning objectives were added, and the rigor of the test was increased. Nevertheless, overall student performance improved steadily in all areas. It was obvious that TEAMS, like its predecessor, met and even exceeded its intended purpose: it raised student achievement levels across the state. However, concerns arose that in some districts the TEAMS objectives had become the primary focus of instruction and that the "minimums" tested on TEAMS had become the "maximums." In some cases this practice had narrowed the curriculum to those objectives assessed on the TEAMS test.

The new testing program implemented by the Texas Education Agency for the period 1990-1995 is the Texas Assessment of Academic Skills (TAAS). This test both extends and expands the TEAMS test. Like TEAMS, its primary purpose is to provide Texas schools with an accurate measure of student achievement. The new program, however, differs significantly from the TEAMS test, both in content and in format. The scope of content eligible for testing has been broadened to include more of the instructional targets delineated in the essential elements. Broadening the scope of the testing program encourages greater emphasis on a larger set of essential elements rather than on the relatively limited set ot TEAMS objectives. Every section of the TAAS test contains a certain number of broad objectives. These objectives remain consistant from grade to grade, for they represent the core concepts which form the basis for a sound instructional progression from Grade 1 through Grade 12. What does differ from grade to grade are the instructional targets - or essential elements - which comprise each objective. A portion of this expanded set of instructional targets is selected for assessment annually, but not every instructional target is tested every year. Thus, instruction should focus on the essential elements, which are reflected in these targets, instead of on a narrow body of objectives.

The broadened scope of the new assessment program allows for a different focus, one which better addresses the academic requirements of the 1990s. Those skill areas which demand little more than rote memorization have been deemphasized, while those areas which improve a student's ability to think independently, read critically, write clearly, and solve problems logically receive increased emphasis. This new emphasis in Texas is in keeping with the current national trend in education, which stresses the importance, and even necessity, of teaching students higher-order thinking skills.

The TAAS test, given for the first time in October 1990, assesses students in odd-numbered grades-3,5,7,9, and 11 (exit level). Students are assessed on objectives/instructional targets which should have been mastered in previous grades. Moving the testing date to October should have a positive effect on current instruction. First, it provides vehicle for a beginning-of-school review of previous years' instruction. Second, it negates the argument that the testing program "has become the curriculum," since teachers can move on to new essential elements following the test. Finally, and perhaps most importantly, it enhances the usefulness of student performance data since objective-level results in reading, writing, and mathematics are returned in November, and written composition scores and group results are available in December. This earlier return of results allows teachers to give students the remediation they need in time to be of real academic benefit.

The TAAS learning objectives are congruent with the State Board of Education Rules for Curriculum, which outlines the rules and procedures for implementation of Section 21.101 of the Texas Education Code. These objectives and measurement specifications are provided for use by teachers and other educators responsible for pupil instruction and by test development specialists involved with the preparation of the Texas Assessment of Academic Skills. The TAAS test is based upon specific objectives and instructional targets.

TEA: TAAS-Objectives and Measurement Specifications, 1990-1995

Confidential Student Report

A separate Confidential Student Report is provided for each student for whom an answer document was submitted. Information from this report is of importance when reporting test results to students and parents.

A IDENTIFICATION INFORMATION

Identification information shown at the top of the report indicates student name, date of birth, student identification number (as used for the Public Education Information Management System [PEIMS]), district number and name, campus number and name, class group, local student identification number (optional), dates of reporting and testing, and grade.

B OBJECTIVES LISTED BY SUBJECT AREA

Objectives are listed vertically on the left side of the page and are the same for all grade levels, as shown in the Appendix. For information on specific instructional targets within objectives, which differ by grade level, refer to the *TAAS Objectives and Measurement Specifications*.

C WRITTEN COMPOSITION RATING

Writing objectives 1-4 for the TAAS test are measured by the written composition. This section indicates the rating (from 0 to 4) and analytic scoring information, if any, assigned to the student's written composition. In addition to answering correctly a required number of multiple-choice test items, students must score at least a 2 on the written composition. Additional information on the scoring criteria for the written composition is included in the Appendix.

No written composition information is presented for the TAAS Grade 3 Spanish test because this test does not require the students to write a written composition.

D OBJECTIVE MASTERY AND TOTAL OBJECTIVES MASTERED

This column states "YES" or "NO" indicating whether or not the student achieved mastery for the objective.

The bottom line within each subject area lists the total number of multiple-choice objectives mastered for that subject area. On the sample report in Figure 1, the student mastered one of the three multiple-choice writing objectives.

E ITEMS CORRECT/TESTED AND TOTAL ITEMS

This column shows the number of multiple-choice items answered correctly followed by the total number of items tested within the instructional objective.

The bottom line within each subject area lists the total number of items answered correctly followed by the total number of items tested within the subject area.

F DEMONSTRATED MASTERY OF SUBJECT AREA

Report Comment	*Explanation*
YES or NO	Student did or did not achieve academic skills mastery.
ACADEMIC RECOGNITION	Student achieved the higher standard described in "Mastery Requirements" on page 3 of this guide
NOT TESTED ABSENT	Student was absent during the test
NOT TESTED EXEMPT - ARD	Student was exempted from the test by an admission, review, and dismissal (ARD) committee.
NOT TESTED EXEMPT - LEP	Student was exempted from the test by a language proficiency assessment committee (LPAC) - does not apply to Grade 3 Spanish or Grade 11.
NOT SCORED	Student's answer document was coded "Other" for reasons such as illness during testing or test administration irregularities.

During subsequent administrations of the exit level test, "NOT SCORED" may indicate that the student passed the subject area during a previous test administration. The student's permanent record will indicate previous mastery of subject area(s), if any. If "RETESTED" appears here, it indicates the student has previously attempted the subject area.

G SCALE SCORE

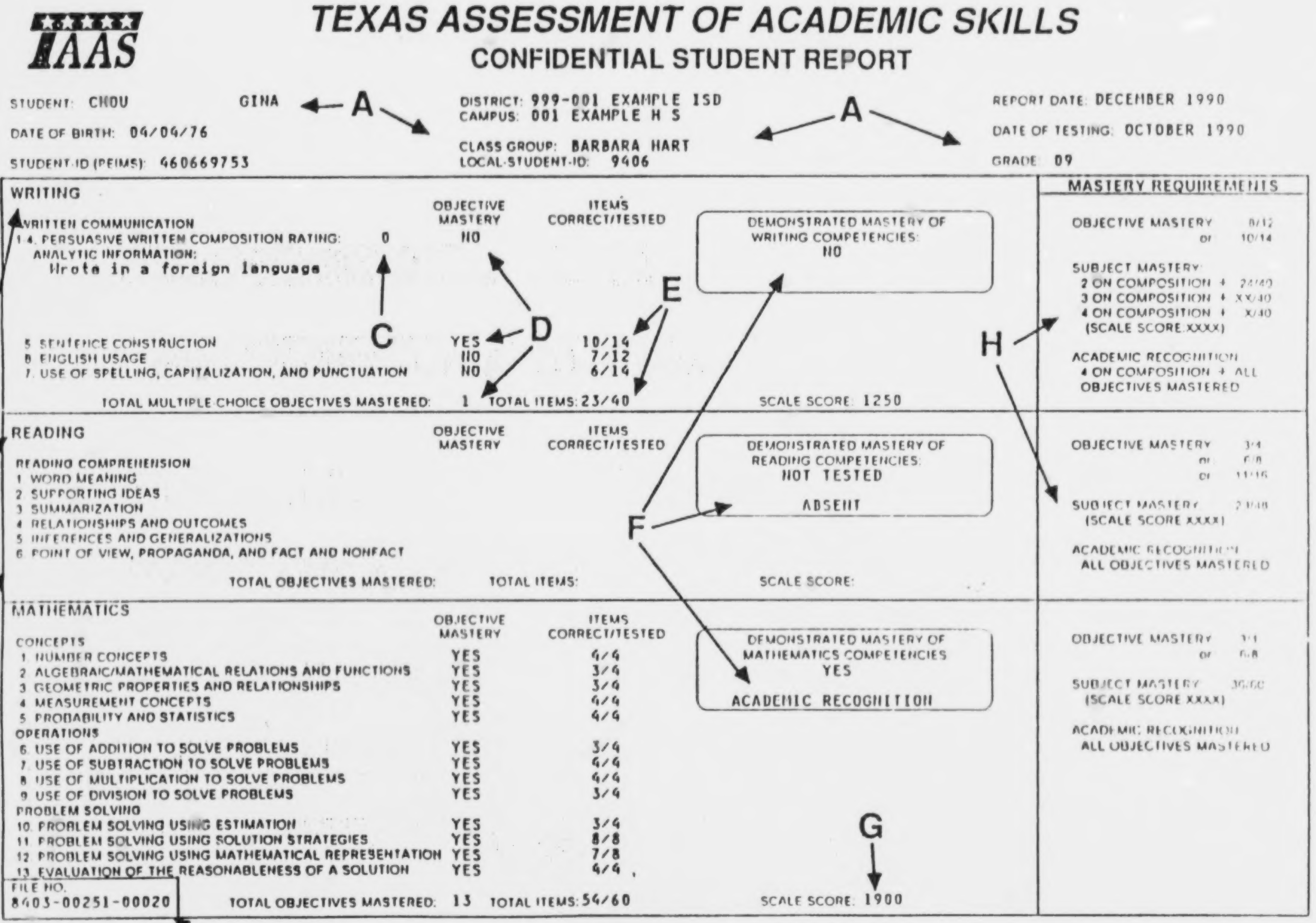
The scale score corresponding to the student's total subject area score is shown. The student's scale score may be compared with the scale score required for academic skills mastery for the subject area, found in the box at the right side of the report. The scale score is described more fully in the Appendix.

H MASTERY REQUIREMENTS

Specific requirements for objective mastery, subject mastery, and Academic Recognition are found in the boxes at the far right side of the report. Mastery requirements are described more fully on page 3 of this guide.

I FILE NUMBER

The boxed number found in the bottom left corner is a number assigned to the student's answer document by the contractor. Please refer to this file number if questions arise about the scoring of the document. The toll-free phone number for the Austin Operations Center is 1-800-252-9186.


A
A
C
D
E
F
G
H
6.39

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

CONFIDENTIAL STUDENT REPORT

STUDENT: CHOU GINA

DATE OF BIRTH: 04/04/76

STUDENT-ID (PEIMS): 460669753

DISTRICT: 999-001 EXAMPLE ISD

CAMPUS: 001 EXAMPLE H S

CLASS GROUP: BARBARA HART

LOCAL-STUDENT-ID: 9406

REPORT DATE: DECEMBER 1990

DATE OF TESTING: OCTOBER 1990

GRADE: 09

WRITING

WRITTEN COMMUNICATION		OBJECTIVE MASTERY	ITEMS CORRECT/TESTED
1-4. PERSUASIVE WRITTEN COMPOSITION RATING:	0	NO	
ANALYTIC INFORMATION: Wrote in a foreign language			
5. SENTENCE CONSTRUCTION		YES	10/14
6. ENGLISH USAGE		NO	7/12
7. USE OF SPELLING, CAPITALIZATION, AND PUNCTUATION		NO	6/14
TOTAL MULTIPLE CHOICE OBJECTIVES MASTERED:		1	TOTAL ITEMS: 23/40

DEMONSTRATED MASTERY OF WRITING COMPETENCIES:
NO

SCALE SCORE: 1250

READING

READING COMPREHENSION	OBJECTIVE MASTERY	ITEMS CORRECT/TESTED
1. WORD MEANING		
2. SUPPORTING IDEAS		
3. SUMMARIZATION		
4. RELATIONSHIPS AND OUTCOMES		
5. INFERENCES AND GENERALIZATIONS		
6. POINT OF VIEW, PROPAGANDA, AND FACT AND NONFACT		
TOTAL OBJECTIVES MASTERED:		TOTAL ITEMS:

DEMONSTRATED MASTERY OF READING COMPETENCIES:
NOT TESTED

ABSENT

SCALE SCORE:

MATHEMATICS

	OBJECTIVE MASTERY	ITEMS CORRECT/TESTED
CONCEPTS		
1. NUMBER CONCEPTS	YES	4/4
2. ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	YES	3/4
3. GEOMETRIC PROPERTIES AND RELATIONSHIPS	YES	3/4
4. MEASUREMENT CONCEPTS	YES	4/4
5. PROBABILITY AND STATISTICS	YES	4/4
OPERATIONS		
6. USE OF ADDITION TO SOLVE PROBLEMS	YES	3/4
7. USE OF SUBTRACTION TO SOLVE PROBLEMS	YES	4/4
8. USE OF MULTIPLICATION TO SOLVE PROBLEMS	YES	4/4
9. USE OF DIVISION TO SOLVE PROBLEMS	YES	3/4
PROBLEM SOLVING		
10. PROBLEM SOLVING USING ESTIMATION	YES	3/4
11. PROBLEM SOLVING USING SOLUTION STRATEGIES	YES	8/8
12. PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	YES	7/8
13. EVALUATION OF THE REASONABLENESS OF A SOLUTION	YES	4/4
TOTAL OBJECTIVES MASTERED:	13	TOTAL ITEMS: 54/60

DEMONSTRATED MASTERY OF MATHEMATICS COMPETENCIES:
YES

ACADEMIC RECOGNITION

SCALE SCORE: 1900

FILE NO.
8403-00251-00020

MASTERY REQUIREMENTS

OBJECTIVE MASTERY 8/12
or 10/14

SUBJECT MASTERY:
2 ON COMPOSITION + 24/40
3 ON COMPOSITION + XX/40
4 ON COMPOSITION + X/40
(SCALE SCORE:XXXX)

ACADEMIC RECOGNITION
4 ON COMPOSITION + ALL
OBJECTIVES MASTERED

OBJECTIVE MASTERY 3/4
or 6/8
or 11/16

SUBJECT MASTERY 29/48
(SCALE SCORE XXXX)

ACADEMIC RECOGNITION
ALL OBJECTIVES MASTERED

OBJECTIVE MASTERY 3/4
or 6/8

SUBJECT MASTERY 36/60
(SCALE SCORE XXXX)

ACADEMIC RECOGNITION
ALL OBJECTIVES MASTERED

FIGURE 1

BEST COPY AVAILABLE

CHAPTER VII:
ALTERNATIVE MEANS OF CREDIT ACCRUAL

CHAPTER VII

ALTERNATIVE MEANS OF CREDIT ACCRUAL

Even though a great deal has been done to meet the needs of migrant children, much remains to be done. An area where more needs to be done is in instruction. More importantly, what is needed is the formulation of policies and procedures that remove legal barriers to quality education for migrant children.

In the following pages of this chapter, alternative means of Credit Accrual, other than those provided by the regular foundation education program, are included. These will include: tutorials, extended day sessions, correspondence and skill-building courses, local credit-by-exam options, and other alternative means of credit accrual available to migrant students locally as well as out of state.

TUTORIALS

The tutorial programs are set up to accommodate children who need to finish incomplete assignments as well as complete assignments that were missed when children were not in school. Each local school schedules these programs as well as the personnel who will be involved.

EXTENDED DAY PROGRAMS

In this program, additional assistance is offered to migrant children at the end of the school day. Additional instruction is also provided by school district personnel. The local district determines the time allocation and emphasis placed on instruction provided.

CORRESPONDENCE COURSES

These are courses that may be taken outside of the regular school day. The student is responsible for all tuition (approximately $75-$100 plus books if taken from the University of Texas at Austin or Texas Tech University). The student has a certain length of time in which to complete the courses. Assignments are sent to the student by the University. Once these are completed, the student submits them to the University for grading. At the end of the course, a test is sent to the school to be administered to the student. The test is sent to the University to be graded and once graded, the score is then returned to the school district. See the high school counselor for more information.

SKILLS-BUILDING COURSES

These are courses offered by the University of Texas-Austin which focus on helping students gain course credit, academic skills and self-confidence. These courses are designed to help reduce the dropout rate among migrant children. Tuition (approximately $100) may be provided from several sources:

- migrant funding
- U.T. program tuition scholarships
- local funding
- if funds are unavailable, contact Texas Migrant Interstate Program for further information

TEA Approved Skill Building Courses

- Fundamentals of Math IA
- Fundamentals of Math IB
- Pre-Algebra A & B
- Correlated Language Arts IA
- Correlated Language Arts IB
- English II A
- English II B

- English III A
- U.S. Government
- Economics
- World Geography A
- World Geography B
- Individual and Family Life
- U.S. History A
- Health Education

If you need additional information, please contact:

Rebecca Nancy Trevino
or Peggy Wimberly
512-471-6710
1-800-252-3461 (in Texas)
1-800-444-1905 (out of state)

The University of Texas at Austin
Extension Instruction and Materials Center
Special Projects
P.O. Box 7700
Austin, TX 78713-7700

CREDIT BY EXAM

This is an option by which students, who have failed a class or have had a minimum of 55 hours of classroom instruction, may obtain credit for a course. The following is excerpted from Chapter 75, House Bill 72:
§75.166 Credit by Examination.

(a) If a school district's board of trustees chooses to grant credit by examination, it shall follow the criteria for the content and for procedures established by the commissioner of education. The board of trustees shall adopt a policy that allows students to earn credit by examination for one or more of the courses listed in Subchapter D of this chapter (relating to Essential Elements-Grades Nine-12). The district's policy shall include, but need not be limited to, the following:

(1) eligibility requirements for students seeking credit by examination;

(2) courses for which credit may be earned by examination;

(3) procedures for examinations for credit;

(4) provisions for ensuring that examinations given under this section will determine whether or not the student has mastered the essential elements specified in this chapter for the course or courses for which credit will be given;

(5) provisions to ensure that the passing grade for the examination for credit is no lower than required for the same course or courses for other students in the district; and,

(6) provisions to ensure that examination for credit are properly evaluated before credit is granted.

(b) Credit by examination in the area of other languages, grades nine-12, shall be given in accordance with the following requirements:

(1) The commissioner of education shall approve tests and procedures for administration to be used to measure student proficiency in the skills of speaking, listening, reading, and writing for selected other languages.

(2) The commissioner of education shall establish minimum scores which must be attained in order for a student to earn units of credit in the language being tested.

(3) The cost of student testing shall be the responsibility of the school district.

(4) Regional education service centers may administer the tests.

(c) Successful attainment of minimum requirements on such examinations shall be recorded for credit on the student's academic achievement record.

(d) For courses offered for local credit only, credit may be given by examination at the discretion of the district.

See local high school counselors for local policies.

PORTABLE ASSISTANCE STUDY SEQUENCE (P.A.S.S.)

This is a program for High School students to get school credit by home study and regular conferences with a teacher. P.A.S.S. was first developed to help high school students earn, complete and make up high school credit. It was originated in the 1970's by California. The Mini-P.A.S.S. was developed for use with Junior high students. The PASS program is also available for migrant students in Washington and Wisconsin.

CHAPTER VIII: DISTRICT SERVICES PROVIDED TO PARENTS

CHAPTER VIII

DISTRICT SERVICES PROVIDED TO PARENTS IN THE AREA OF PARENTAL TRAINING

Parents play a very important role in helping the migrant student achieve success in school. In order for parents to really help their children achieve academic success, they must be aware of methods with which they can help their children achieve such success. One method is to keep their children in school as long as possible. Also, parents should encourage their children to have high expectations of themselves to guarantee a successful future. They also need to make sure their children understand how important a good education is in opening doors for future opportunities.

There are several ways in which parents can receive training to help their children achieve success in school. These ways are covered in the following sections.

MIGRANT PARENT ADVISORY COMMITTEE

According to federal law and regulations, schools with migrant programs must have a Parent Advisory Committee (PAC). The following is reprinted from the Migrant Counselor's Handbook, 3rd revision:

- Briefly, the migrant requirements for PAC as contained in the Federal Register, Volume 45, No. 66, Section 116d.55 of April 3, 1980, are:

- Members of the PAC must know the needs of migrant children.

- PAC members must be elected.

- A majority of the PAC members must be parents of children who are being served or eligible to be served.
- The PAC must be given the responsibility for advising the school regarding the planning, implementation, and evaluation of the migrant program.
- The school shall provide the PAC, without charge, a copy of the law and federal and state regulations. Individual members shall receive the same items upon request.
- The school shall provide the PAC, without charge, any report resulting from Federal or State auditing, monitoring, or evaluation.
- The school shall provide a program for training members of the PAC to carry out their responsibilities. The training must be planned in consultation with the PAC and appropriate training materials must be provided. Migrant funds may be used to cover the training expenses.

PARENTAL TRAINING

Local school districts may offer training for parents in the following areas:

1) Drugs-provide awareness of symptoms, prevention strategies, and treatment methods
2) Alcohol-provide awareness of symptoms, prevention strategies and treatment methods
3) Parenting skills-provide ways of dealing with their children
4) Child abuse-provide information about what abuse is and how to deal with it
5) Graduation requirements-see chapter 3 in this manual
6) Financial Aid-provide parents with information on applying for and types of assistance available [e.g., College Assistance Migrant Program (CAMP) for incoming college freshman]
7) Adult Basic Education Classes-these classes provide parents with training to help them obtain a General Education Development (GED) certificate

8) Community Education Programs-classes are provided in the following areas: typing, word/data processing, welding, automotive repairs, floral arranging, clothing, conversational Spanish, etc.

9) Educational Talent Search-local colleges and universities provide instruction to students and their parents on admission requirements, financial aid available, etc.

HIGH SCHOOL EQUIVALENCY PROGRAM (HEP)

This is an alternative for migrant students and their parents who have dropped out of school. They must be at least 17 years old and have been a migrant or seasonal farmworker. The classes help them earn a General Education Development (GED) certificate. Placement services are also provided to all students before and after completion of the program. Campus activities and educational field trips are included. School materials and stipends are provided to participants.

HEP programs are found in the following states:

California
Colorado
Maine
Maryland
Massachusetts
Mississippi
New Mexico
Oregon
Pennsylvania
Tennessee
Washington
Wisconsin

CHAPTER IX:
RESPONSIBILITIES OF SUMMER SCHOOL STAFF

CHAPTER IX

RESPONSIBILITIES OF SUMMER SCHOOL STAFF FOR PROVIDING STUDENT INFORMATION

Families in the state of Texas commence their migration anytime from mid-March to the end of the school year. They may return in time for students to enroll at the beginning of the school year. Unfortunately, this is not the situation for all migrant students.

Migrant students who are not fortunate enough to stay through an entire school year in one school district are placed in situations where they must seek alternatives to complete their courses in order to be awarded credit.

At this point, it becomes critical to have coordination between the two (sometimes three or four) schools the students are attending. When contact is made from the receiving school, the contact usually takes place between the schools' counselors. Regrettably, if contact is being made during the summer, counselors are normally not available at this time to provide the necessary information. The larger school districts may have registrars who are equipped to convey the information that is being requested.

In order to provide the best quality of coordination, school districts, under the Redirection for Migrant Education in Texas, must be responsible for training summer school personnel who would be capable of providing such information. If incorrect information is passed on, it could have detrimental results for migrant students.

CHAPTER X: SUPPORT SERVICES

CHAPTER X

SUPPORT SERVICES

Although there has been a great effort by migrant educators and others to meet the needs of migrant students, much remains to be done. Some of what remains to be done is instructional, but an important remaining need is in the area of support services made available from the school district and other community agencies both locally and out of state.

A few of the key areas of need are discussed in the rest of this section. An important point is that if and when all of the services are provided, only then will we come close to providing a fair chance for migrant students.

Local, state, and out-of-state educational and career opportunities are available for migrant students. Scholarships, financial aid, and assistance programs include:

IN-STATE

- College Assistance Migrant Program (CAMP)
- Migrant Attrition Prevention Program (MAPP)
- Educational Studies To Influence Migrant Advancement (ESTIMA)
- High School Equivalency Program (HEP)
- Upward Bound
- Exemplary Migrant Students

OUT-OF-STATE

- Less-Than-Classroom Program (Michigan)
- Ohio Freshman Foundation Program

- High School Equivalency Program (HEP)
- Joseph Mattera National Scholarship for Migrant Children

FINANCIAL AID

- Pell Grant
  (Formerly Basic Educational Opportunity Grant-BEOG)
- Supplemental Educational Opportunity Grant (SEOG)
- College Work Study Program (CWSP)
- Perkins Loan
  (Formerly National Direct Student Loan-NDSL)
- Robert T. Stafford Student Loan Program
  (Formerly Guaranteed Student Loan-GSL Program)
- Parent Loan for Undergraduate Student (PLUS)
- Scholarships

SUPPORT SERVICES AVAILABLE FROM THE DISTRICT & COMMUNITY AGENCIES
(Local & Out-Of-State):

- Library Program
- Counseling
- Health Services (Medical)
- Clothing Services
- Parent Advisory Council (PAC)
- Transportation Program (School Bus)
- Maintenance Program (Hiring, Training, etc.)
- Reciprocal Visits by Educators from Receiving and Sending States
- PASS Program
- Leadership Retreats
- Teachers that Follow Migrant Students
- Teacher Exchange Program
- Parental Involvement Programs
- Upward Bound Program

- College Assistance Migrant Program (CAMP)
- Expanded Nutrition Program
- El Tule Health Center (Edinburg)
- Welfare Programs
- "Su Clinica Familiar" (Medical)
- Youth Opportunities Unlimited (YOU)

The following are some of the programs and projects that focus on problems encountered by migrant secondary students in accruing credits and graduating from high school.

INTERSTATE MIGRANT SECONDARY SERVICES PROGRAM (IMSSP):

Coordinated by New York with ten other participating states, the IMSSP was designed to improve educational services to junior and senior high school migrant students. This was accomplished by providing technical assistance to districts and states, advocating on behalf of problems, issues, and concerns faced by secondary migrant students, and enhancing interstate communications. Activities were focused at and implemented through the three largest homebase states (California, Texas, and Florida), and included the dissemination of program and staff directories, Secondary Reporting Forms, and coordination of interstate teacher and counselor meetings.

INTERSTATE MIGRANT SECONDARY TEAM PROJCET (IMSTP):

Coordinated by California, this project was funded to broaden the base of experts in interstate coordination needs. Preparing trainers to institutionalize the interstate coordination efforts by building awareness and expertise in every state was the main objective of this project.

PORTABLE ASSISTED STUDY SEQUENCE (PASS):

This is a central stream secondary project for Wisconsin, Minnesota, Ohio, Illinois, South Dakota, and Michigan. It later developed Mini P.A.S.S. materials to be used in a teacher-assisted, semi-independent manner by junior high school students migrating within the central stream. These materials were based on the P.A.S.S. model.

MIGRANT ATTRITION PROJECT (MAP):

Coordinated by New York, this research project proposed to determine a current dropout rate for migrant students through tracking a sample of 1,000 currently and formerly migratory students from 42 states.

MIGRANT DROPOUT RECONNECTION PROGRAM (MDRP):

The MDRP offered information on education and vocational programs and encouraged migrant dropouts to earn a high school diploma, take the GED, or enroll in an alternative education program. This project also published REAL TALK, a bilingual monthly newsletter directed toward young people (16-21 years of age) who quit high school before graduating. (The MDRP is currently in operation with funds from the U.S. Department of Education's School Dropout Demonstration Assistance Program.)

GRADE RETENTION AND PROMOTION EVALUATION (GRAPE) PROJECT:

Based upon the relationship between students being overage for their grade level and dropping out of school, this New York project investigated the reasons why such a disproportionately high number of migrant students are overage for their grade level.

MIGRANT EDUCATION PROGRAM DEVELOPMENT CENTERS:

Since 1987, Section 143 funding has also supported the operation of three technical assistance and training centers serving state, region, and district level staff who provide services to migrant children and migrant parents. One center is located within each of the three "streams" (or regions) where migrant families migrate: Oregon (Western Stream), Texas (Central Stream), and New York (Eastern Stream).

ADMINISTRATIVE AND COORDINATING NATIONAL COMMITTEES:

- The National MSRTS Committee
- The National Evaluation Committee
- The National Educational Skills Committee
- The National Secondary Committee
- The National Technology in Migrant Education (TIME) Committee
- The Section 143 Interstate Project

CHAPTER XI:
SERVICES AVAILABLE TO LOCAL EDUCATION AGENCIES (LEAs)

CHAPTER XI

SERVICES AVAILABLE TO LOCAL EDUCATION AGENCIES (LEAs)

The main responsibility for educating migrant students lies within the district where they are enrolled. In order to facilitate the districts' job, there are various agencies nationwide which provide excellent services. Among some of these agencies are:

1) TEXAS MIGRANT INTERSTATE PROGRAM -

The Texas Migrant Interstate Program is a cooperative program whose services are available to any school in the state of Texas. Its primary purpose is to promote coordination/cooperation of schools that provide services to secondary migrant students. Emphasis is placed on credit accrual and credit exchange activities. Other services provided are research and development, dropout prevention strategies, inservice training and technical assistance, MSRTS credit accrual training on the Educational Record, dissemination of relevant migrant literature, and parent training.

2) THE CENTRAL STREAM PROGRAM COORDINATION CENTER -

The Central Stream Program Coordination Center is a project contracted under section 143 of public law 199-159 for the coordination and integration of activities between state and local agencies. The Center has three purposes:

a) to provide technical assistance and training upon request, primarily to state and local education agencies and parent advisory committees participating in migrant education programs and projects;

b) to establish coordination activities, as appropriate, with the National Association of State Directors of Migrant Education (NASDME), between and among state and local migrant education programs and projects, the Migrant Student Record Transfer System (MSRTS), U.S./OME and other federal programs to strengthen the capacity of SEAs and LEAs to meet the needs of the migrant population; and,

c) to integrate the Migrant Student Record Transfer System's (MSRTS) activities among and for the central stream states.

The states served by this center are: Arkansas, Illinois, Indiana, Iowa, Kansas, Louisiana, Michigan, Minnesota, Missouri, North Dakota, Nebraska, Ohio, Oklahoma, South Dakota, Texas and Wisconsin.

The areas of expertise of the staff at the center are as follows:

- Instructional Strategies
- Improvement of Student Achievement
- Dropout Prevention
- Identification and Recruitment
- Coordination of MSRTS Activities
- Coordination of State Plans
- Program Evaluation
- Health
- Career Education
- Parental Involvement
- Cultural Awareness

The toll free number for the Center is 1-800-338-4118. This number is available to State Education Agencies, Local Education Agencies, and other personnel wishing information or technical assistance.

3) NATIONAL PROGRAM FOR SECONDARY CREDIT EXCHANGE AND ACCRUAL-

This is a system designed for the purpose of communicating information about health and academic records for students in grades 7-12. This communication occurs on an interstate and intrastate level. Through the MSRTS Secondary Credit Data System, counselors, registrars, and other school staff have access to:

- The minimum graduation requirements of the school (or homebase) from which the student intends to graduate;
- Courses, for grades 7-12, which the student has taken;
- Courses for which the student has earned full and/or partial credit;
- Competency tests required by the state in which the student will graduate; and,
- Courses that previous schools recommended that the

student take if he/she is to meet graduation requirements.

4) REGIONAL EDUCATION SERVICE CENTERS -

The State Board of Education shall provide for the establishment and operation of regional education service centers which will provide educational services to the school districts and will coordinate educational planning in the region. (Texas Education Code, Section 11.32).

5) MIGRANT STUDENT RECORD TRANSFER SYSTEM INQUIRY PROCESS -

This process was developed to assist local school personnel in obtaining immediate feedback on a migrant student's educational level and health status. The inquiry process was designed to be used by teachers, counselors, administrators, nurses, recruiters, and clerks. By using this toll free number, (1-800-643-8258), authorized personnel can obtain pertinent information on newly arriving elementary or secondary migrant students. The Information Center operates between the hours of 7:00 a.m. and 5:30 p.m., CST.

6) EASTERN STREAM CENTER ON RESOURCES AND TRAINING (ESCORT) -

This center provides workshops, seminars, and consultations, upon request, to state education departments, local school districts, teachers and migrant parents on a variety of topics related to migrant education.

The topics that are available are presentations in Parental Involvement, Identification and Recruitment, Whole Language, Dropout Prevention, ESL Strategies, Early Childhood, and Reading and Math Strategies.

The states involved in this project are: Maine, Vermont, New Hampshire, Massachusetts, Rhode Island, Connecticut, New York, Pennsylvania, New Jersey, Delaware, District of Columbia, Maryland, West Virginia, Kentucky, Tennessee, North Carolina, South Carolina, Georgia, Florida, Alabama, and Mississippi.

To receive information about ESCORT use this number: 1-800-451-8058.

7) THE WESTERN STREAM MIGRANT EDUCATION PROGRAM DEVELOPMENT CENTER -

The Western Stream Migrant Education Program Development Center is funded by the Oregon Department of Education in conjunction with the Office of Migrant Education (OME) of the U.S. Department of Education.

The major functions of the center are: 1) to provide technical assistance and training, upon request, to state and local education agencies (SEAs and LEAs) and Parent Advisory Committees (PACs) participating in migrant education programs and projects; and, 2) to establish coordination activities as appropriate among federal, state, and local migrant education programs.

The services provided are pre-service training, inservice training, regional institutes, district-site workshops, and consultations in the areas of:

- Project management, documentation, and evaluation
- Organizational development
- Parental Involvement
- Assessment and documentation of state and local needs
- Development of project activities
- Cross-cultural training
- ESL in the content areas
- Second language teaching techniques
- Retention
- Dropout prevention
- Computer assisted instruction
- Teaching practices utilizing effective schools research
- Selection use, adaptation, and/or development of classroom and curriculum materials
- Counseling

The states that are served by the Center are the following:

Alaska
Arizona
California
Colorado
Idaho
Nevada
Montana
New Mexico
Oregon
Utah
Washington
Wyoming

For further information, contact the center at either 1-800-234-4330 or 1-503-644-5741.

8) TEXAS STUDENT RECORD TRANSFER STANDARD (TSRTS) -

Another service available to the Local Education Agencies (LEAs) from the Texas Migrant Interstate Program is the Texas Student Record Transfer Standard (TSRTS). The following pages will include a summary of the TSRTS, a statement of purpose and need of the TSRTS, and a content and format of the Minimum Student Record for Transfer.

SUMMARY

The Texas Student Record Transfer Standard has been developed to implement law by providing standard procedures for identifying students and transferring student information between school districts. In addition to implementing TEC S 21.0313, Identification Required for Enrollment, a legislative effort addressing the problem of missing children, TSRTS will enhance the ability for statewide tracking of student data through the Public Education Information Management System (PEIMS).

TEXAS STUDENT RECORD TRANSFER STANDARD (TSRTS)

1) Statement of Purpose and Need

Students moving between school districts require the sharing of placement information, yet lags in the current process for transferring information does not always lead to appropriate and timely student placement. In addition to the need for coordination of local effort, there is also a growing recognition of the need to coordinate information between various local, state and federal information systems. The Texas Student Record Transfer Standard (TSRTS) has been developed as one part of the movement toward coordination of information-sharing that describes a standard mechanism for "tracking" student information throughout Texas.

The TSRTS proposes that a minimum set of data elements be used for transferring student information between school districts. The current document describes a standard content and format to be used for either automated or paper form for the TSRTS. PEIMS definitions and formats are used where possible, in order to maintain consistency and to reduce duplication of effort. The TSRTS can be created by extracting from existing district databases, or by using a paper form, should automated transmission be unavailable. The minimum set of data to be shared is identical regardless of the method chosen for transfer. New legislation also adds a 30-day deadline for transferring student information between school districts in Texas.

The TSRTS specifies a practical, standard method for placing a new student efficiently. These standards have been developed for easing the process of information flow between districts as required by TEC S 21.0313, Identification Required for Enrollment, and TEC S 11.205, Dropout Reduction Program.

1.1 TEC S 21.0313, Identification Required for Enrollment

TEC S 21.0313, Identification Required for Enrollment, is intended to assist in locating missing children. It defines standard procedures to be followed by school districts for including child identification in the enrollment process for all Texas students. TAC S 129.1, Attendance in General, has been amended to provide clarification of the law, such that the requirements for identification, documentation, and student records transfer are specified by the commissioner.

Two major parts of this law are: 1) the requirement to confirm student identity within 30 days after enrollment; and, 2) the transfer of student records from the district of last attendance to the requesting district within 30 days. Child identification, included in district enrollment procedures, consists of district verification of "the child's birth certificate or another document suitable as proof of the child's identity." In order to implement this law, the state must define "acceptable proof of identity," (see Section 2.1), and "records to be tranferred," (see Section 2.2). The State Board of Education adopted an amendment to 19 TAC S 129.1, Free Attendance in General, requiring the commissioner to define identification documents and to establish a minimum set of data for students who move into, and between, Texas school districts.

1.2 TEC S 11.205, Dropout Reduction Program

TEC S 11.205, Dropout Reduction Program, mandates an education program for dropout reduction that includes standardized statewide record-keeping, documentation of school transfers, and follow-up procedures for students who drop out of school. The development of statewide procedures for documenting school transfers will provide a mechanism for differentiating "school leavers," who move from one district to enroll in another district with no prior notification, from those who drop out of school. The validity of available student statistics will be enhanced by an effective implementation of the TSRTS.

2) Content and Format of the Minimum Student Record for Transfer

Identification information for all students enrolled in a Texas school district, served through the district, or under contract with the district or state for services, including students served through infant programs, must be reported through the Public Education Information Management System (PEIMS). Please refer to the PEIMS 1990-91 Data Standards, pp. 2.27-2.28, for additional information about PEIMS reporting requirements.

Districts are also required by law to transfer student records so that the requested information is available for any student enrolling in a district. District enrollment procedures are suggested to include a method for ascertaining either the social security number (SSN) or state-approved alternative identification number for the student. This number is absolutely necessary if the previous district attended is unknown or if information is not available. The statewide student identification number will be the central piece of information to track student movement throughout Texas.

The TSRTS defines a simple set of data items that could be transferred easily between districts over TEA-NET, so that the information needed for student placement will be available with speed and reliability. Any additional information required to complete the student records can be sent in a follow-up packet through the mailing system.

2.1 Identification Documentation

An amendment to TAC S 129.1, Free Attendance in General, establishes guidelines for the documents acceptable for confirming the identity of students moving into a new district.

Some of the criteria used by the Social Security Administration for acceptable proof of identity have been adopted for district confirmation of a child's identity. The documents acceptable for identification are:

- Birth Certificate
- Driver's license
- Passport
- School ID card, records, or report card
- Hospital birth records
- Adoption records
- Church baptismal record
- Any other legal document that establishes identity

The original document, certified copy, or photocopy made and certified by the county clerk or other official who keeps the record of the above-listed documents, qualifies as acceptable proof of identity.

If the appropriate documentation is not available within 30 days of enrollment, the district is required to contact the

Missing Children's Clearinghouse, Department of Public Safety. The responsibility for follow-up investigations will be assumed by the Clearinghouse. It is important to note that children cannot be denied enrollment on the basis of the requirements listed in TEC S 12.0313.

2.2 Minimum Set of Elements for the TSRTS

The minimum set of data for the TSRTS has been defined so that information necessary for placement and required by law can be included on an automated set of student records for transfer, a standardized withdrawal form, or other acceptable paper documents containing the minimum information (see Section 3.4 for specific examples).

Section 2.2.1 describes the minimum set of data elements for transferring student information between school districts consisting of two parts, PEIMS data and additional information needed for student placement, which has been listed in "PEIMS" format. Both parts are included in the "minimum set" to be included in student information transferred, whether by mail or in automated form. Standard definitions and codes are available for most of the elements currently collected through PEIMS. Standards for the remaining elements have been suggested to promote consistency and understanding of information flowing between districts.

SUMMARY

SUMMARY

Dear Staff Member:

You have now been provided with a manual and training that will assist you in better serving the migrant students from your school district. We hope that you have been enlightened to the plight of migrants, from being students in your school district to becoming students within the state of Texas, or in other states.

Sensitivity to the educational needs of migrant students is the key to ensuring that secondary students are kept on track for successful completion of all graduation requirements. It will be up to all staff members involved in the educational process of these students to see that all possible opportunities are explored and implemented.

Keep in mind that the key word when working with migrant students is coordination. There must be total communication amongst all those involved to guarantee that a successful migrant program exists. We must all work together as a team to help prepare these young adults to become productive and contributing members of our communities so that we may begin to see a break in the cycle of migrant families which is one of low income/poverty and continued migration.

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